

2006

Service Learning Training & Curriculum Guide

Wayne-Westland Community Schools

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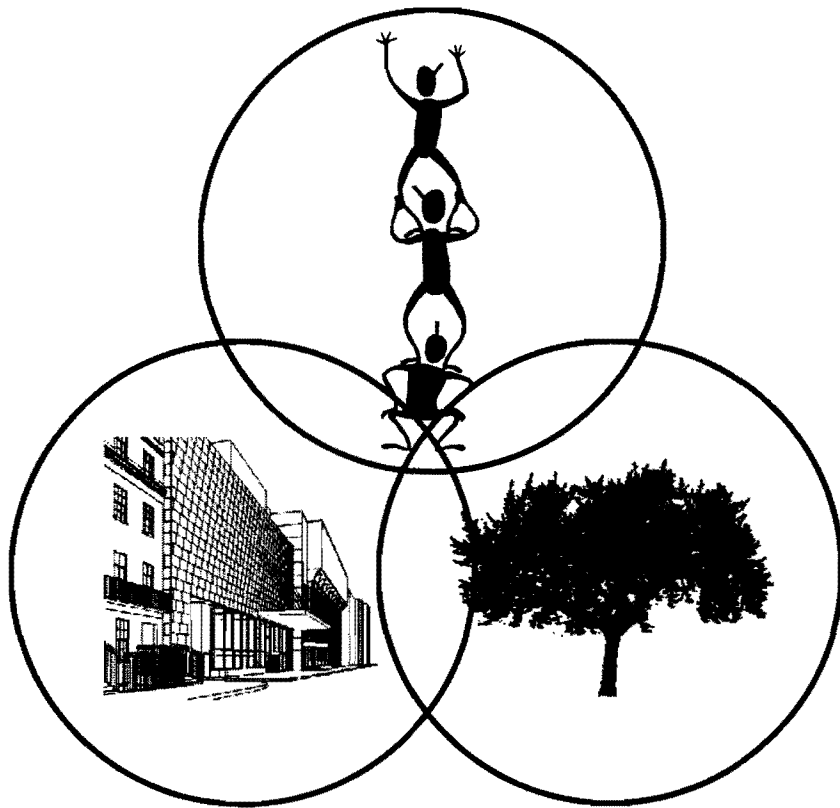
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Service Learning

Serving to Learn - Learning to Serve



Training & Curriculum Guide



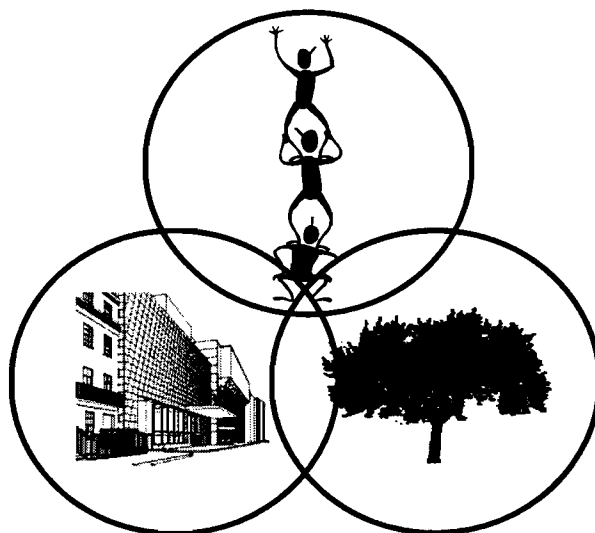
Developed by:


Wayne-Westland
COMMUNITY SCHOOLS

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TRAINING & CURRICULUM GUIDE



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Academic Service-Learning

District Policy

The Board of Education of the Wayne-Westland Community School District recognizes academic service-learning as a key teaching strategy for developing civic engagement and responsibility in our students. Academic service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others applying what they are learning in their classes to community issues.

The Board is committed to the concept of academic service-learning and to the integration of the strategy into the instructional methodology in our district in order to increase our students' academic performance, employability skills and civic responsibility.



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Introduction

*We do not learn from our experiences; we learn from
processing our experiences.*

- John Dewey

Service-learning is a powerful teaching methodology wherein students perform service in the community to meet real needs as means of learning important subject matter. Service-learning is being widely practiced throughout the United States and internationally in K-12 schools. Having students learn important curricular objectives by providing service yields benefits for all involved.

Reflection is one of the most important components of service-learning. Reflection helps service-learning participants connect thinking and action and stimulates the use of higher order thinking skills such as analysis, comprehension, problem solving, evaluation, and inference.

Reflection too often takes the form of a simple summary of service activities or one's feeling about the service experience. Most service-learning practitioners recognize that reflection can be deeper, but simply do not have the time to create a lot of different kinds of reflection activities. The purpose of this booklet is to help the busy practitioner by providing ideas and resources for reflection. In this booklet, you will find:

- Ideas that you can use for a variety of reflection activities;
- Templates for you to copy for use in your project;
- A brief summary of research and theory about reflection; and
- Resources for more ideas.

Other sections of the guide provide a summary of the theories in the educational research literature about reflection. This summary may help you to create additional activities. There is also a resource section to give you more places to look for ideas.

Service Learning Training Model



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Course Objectives

Participants will:

1. Understand the benefits of service-learning.
2. Understand the research-base for service learning.
3. Understand that service learning is a learned method that can be utilized to address curriculum standards.
4. Understand the 4-step model for service learning.
5. Explore ways in which service-learning is a learning method that can be utilized to address curriculum standards.
6. Create service-learning projects for specific curricular areas and grade levels.
7. Identify potential community partners for your service-learning projects.
8. Explore the mini-grant process.

Service Learning

Defined



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Service-Learning Definition

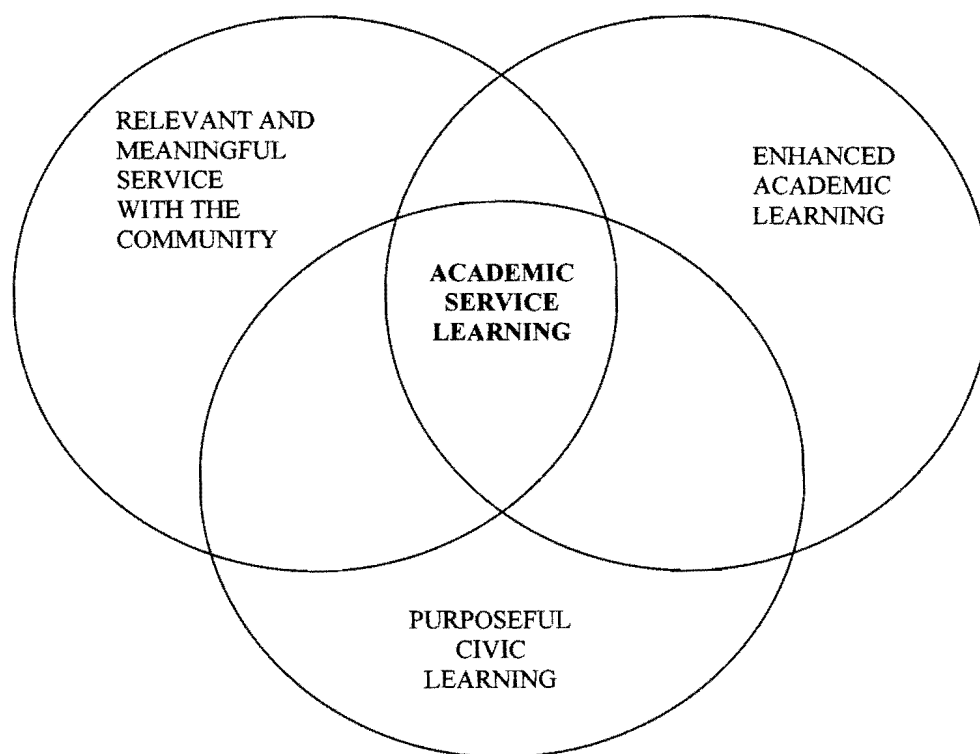
Service learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences that ...

- Meet actual community needs,
- Are coordinated in collaboration with the school and community,
- Are integrated into each young person's academic curriculum,
- Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities,
- Enhance what is taught in the school by extending student learning beyond the classroom,
- Help to foster the development of sense of caring for others and commitment to civic responsibility.

The Three Necessary Criteria for Academic Service-Learning

The three criteria below test a course's ability to be classified as service learning.

- Relevant and Meaningful service With the Community: that the work being done must improve the quality of life for an individual, group, neighborhood, or for the entire community.
- Enhanced Academic Learning: that the work being done is used to apply contrast, or complement more traditional course learning resources.
- Purposeful Civic Learning: knowledge, skills, and values that make an explicitly direct and purposeful contribution to the preparation of students for active civic participation.



Michigan Curriculum Framework

Standards of Assessment

Organization of Information – The task asks students to organize, synthesize, interpret, explain, or evaluate complex information in addressing a concept, problem or issue.

Consideration of Alternative – The task asks students to consider alternative solutions, strategies, perspectives, or points of view in addressing a concept, problem or issue.

Disciplinary Content – The task asks students to show understanding and/or use ideas, theories, or perspectives considered central to an academic or professional discipline.

Disciplinary Process – The task asks students to use methods or inquiry, research, communication characteristic of an academic or professional discipline.

Elaborated Written Response – The task asks students to elaborate on their understanding, explanations, or conclusions through extended writing.

Problem Connected to the World Beyond the Classroom – The task asks students to address a concept, problem or issue that is similar to the one that they have encountered or are likely to encounter in life beyond the classroom.

Audience Beyond the School – The task asks students to communicate their knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom, and school.

Standards of Teaching and Learning

Higher Order Thinking – Instruction involved students in manipulating information and ideas by synthesizing, generalizing, explaining, or arriving at conclusions that produce new meaning and understanding for them.

Deep Knowledge – Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understanding.

Substantive Conversation – Students engage in extended conversational exchanges with the teacher and/or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

Connections to the World Beyond the Classroom – Students make connections between substantive knowledge and either public problems or personal experiences.

Thinking Skills Development Through Service-Learning

- Thinking critically and using good judgment
- Thinking creatively
- Analyzing and evaluating information and events
- Solving problems to reach goals
- Managing time and resources wisely
- Planning and organizing projects
- Researching, probing for information, and documenting
- Outlining, organizing, and presenting information

Personal Skills Development Through Service-Learning

- Making positive decisions
- Managing attitudes and emotions (self-control)
- Setting and reaching personal goals
- Developing talents and abilities
- Maintaining health and well-being

Social Skills Development Through Service-Learning

- Communicating effectively
- Resolving conflicts
- Showing respect and concern for others
- Resisting negative pressure and drug use
- Working cooperatively with others
- Providing ethical leadership
- Developing positive relationships

Service Learning Roles

- **Class:** Class is responsible for community, Flexible use of time, Activity-based, Reflection on action, Activity in and out of class
- **Teacher:** Leads, Partners with community, Works with students, Helps students learn
- **Students:** Leads, Directs self, Reflects on actions, Discovers knowledge, meets today's community needs.
- **Community:** Addresses unmet needs with students and teacher
- **Person Responsible for learning:** Students, Teachers, Community

Elements of an Effective Service Learning Program

- Meaningful Service
- Problem Solving
- Working in Groups
- Adult-Student Interaction
- Opportunity to Apply Skills
- Preparation and Reflection

COMMONLY USED TERMS

Service Learning: Blending of both service and learning goals in such a way that both occur and are enriched by each other. Service-learning projects emphasize both sets of outcomes – the service and the learning – and design activities accordingly. Most prominently, programs that emphasize learning always include a strong reflection component where students utilize higher order thinking skills to make sense of and to extend the formal learning from the service experience.

Volunteerism: Refers to people who perform some service or good work of their own free will and without pay (such as with charitable institutions or community agencies). Many people have volunteered while growing up through scouting, 4-H, church youth groups, or other organizations.

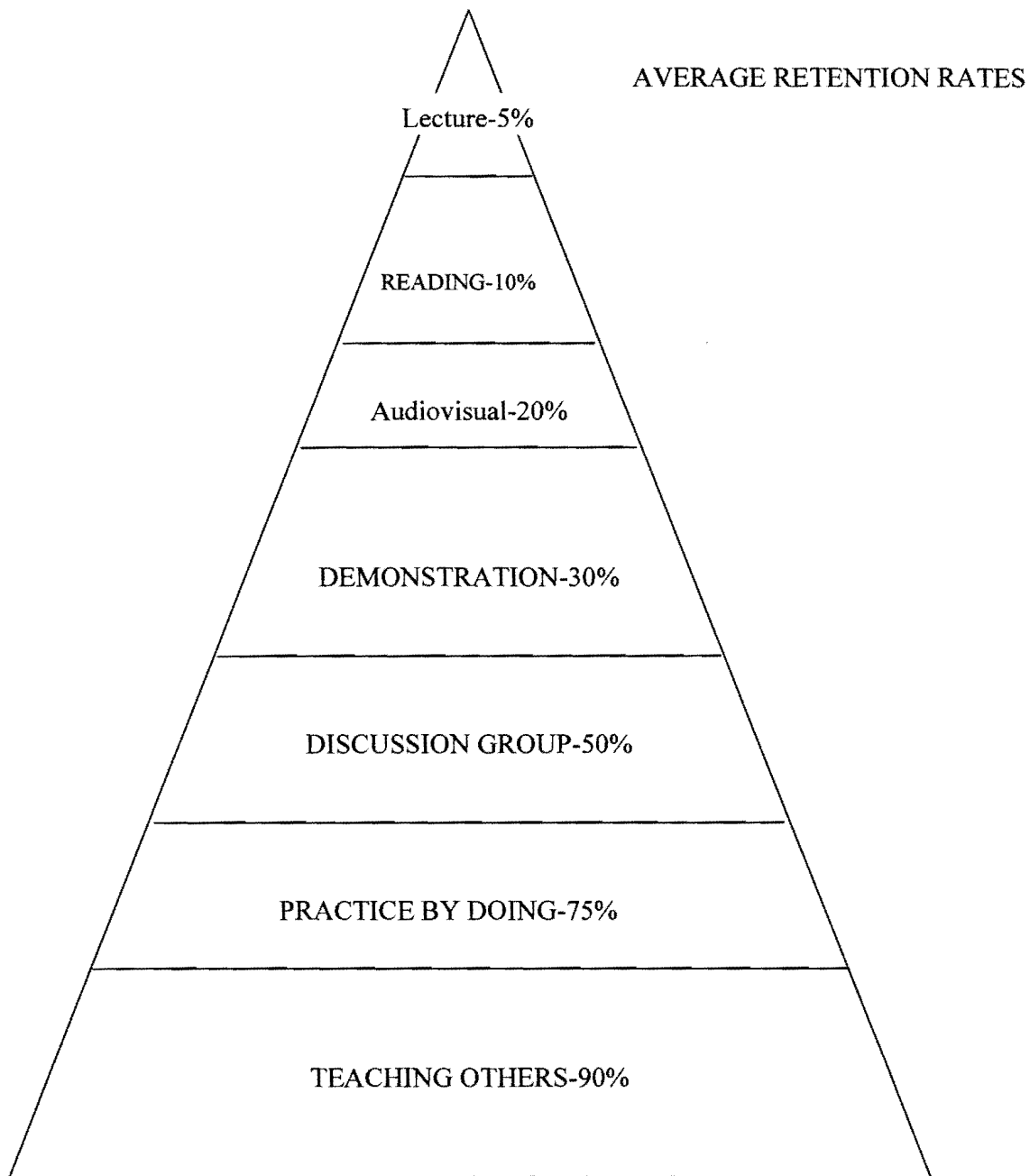
Community Service: Means volunteering done in the community. Many community service projects occur within the school itself (peer tutoring, assisting immigrant students, etc.), but also include volunteering off campus.

Community-Based Learning: Community-Based learning is a term for any learning experience which occurs in the community, Service-learning is only one type. Other common forms, such as field trips, outdoor education, and internships and apprenticeships, might not include any service activities, but they do offer important experience for students to master skills within the real life setting.

Peer Helping: Peer helping programs typically involve co-curricular youth service programs where students provide a variety of either peer or cross-age helping services within the school itself. Examples include peer tutoring, cross-age health education, mentoring, conflict mediation, peer counseling, or welcoming new students. Peer programs involve strong components of training and reflection, making them a good example of co-curricular service-learning programs.

Youth Service: Youth service is the umbrella or general title for all of the above programs. When people talk about the “youth service movement,” they are referring to all the approaches which utilize youth as resources.

THE LEARNING PYRAMID



Student Standards of Service Learning

Developed by: Search Institute and the National Youth Leadership Council

Academic and Cognitive Development

- Basic academic skill (reading, writing, and calculation)
- Specific subject matter knowledge (e.g. social studies, ecology, history)
- Critical thinking skills(e.g.: decision making, problem-solving, analytical skills)
- Engages Learner (interested and motivated in learning; invest time in learning.)

Career Development

- A. Career exploration (learns about the range of jobs which are available)
- B. Job-related skills (gains experience, knowledge and skills in the world of work)

Citizenship

- A. Civic responsibility (believes that members of society have an obligation to participate in public affairs and processes)
- B. Social responsibility (believes that members of society are independent and have an obligation to take care of those less fortunate)
- C. Team responsibility (values working With a group to accomplish a task; believes that a group can often accomplished more than an individual)

Social and Interpersonal Development

- A. Social Comfort (is comfortable and feels competent in social situations)
- B. Group work skills (works well in a group to achieve a task; elicits participation from group members; participates fully)
- C. Social sensitivity (has exposure to and empathy for a divers group of people, issues and places; moving from self-centeredness to broader perspective and understanding)
- D. Intergenerational Connectedness (ability to interact and work cooperatively with familial and non-familial adults; effectively seeks advice and learns from adults)

Personal Development

- A. Self-Image(likes self; feels worthwhile, confident,, competent)
- B. Internal locus of control (believes self can make a significant difference; everything is not left up to chance or luck)

The National Youth Leadership Council points to the benefits of service for young people, especially for "Youth at risk":

Although the schools, the communities, and the state gain a great deal from youth service, it is the young people them selves who gain the greatest benefit. And it is "youth at risk" of dropping out of school who stand to reap the greatest benefits of all.

Service-Learning Elementary School Developmental Continuum

Service-learning fulfills the following needs of young children:

- The need for belonging and approval by the group
- The need for a sense of personal competence and self-worth
- The need to be accepted for their own uniqueness
- The need for affection and acceptance by peers
- The need for opportunity to assume independence and responsibilities
- The need for the opportunity to assume different roles
- The need for challenging experiences at the child's level of ability
- The need to participate in creative, nonconforming activities
- The need for intellectually successful and satisfying experiences

Service-Learning **Middle School Developmental Continuum**

Service-learning and helps adolescents develop the strength of character and resiliency necessary to withstand negative peer pressures. Through service-learning they learn about their responsibility to contribute to others and begin to feel valued and accepted for their meaningful participation in their community.

- To feel accepted by peers and others
- To see concrete outcomes from their efforts
- To have opportunities for creative expression
- To have opportunities for self-definition
- To participate and be part of a group
- To learn decision-making through experience
- To explore adult roles and career opportunities
- To interact with people of diverse backgrounds
- To engage in physical activity
- To take risks within a structured environment
- To gain competence and achievement
- To make a difference in the community

Service-Learning **High School Developmental Continuum**

Service-learning allows all students, not just the honor roll student, to play a constructive role in the community and begin to learn the responsibilities of adulthood.

- Become self-reliant
- Expand peer relationships
- Learn to manage time and personal health
- Formulate a personal value system
- Assume responsibility for career planning
- Develop skills important to live as consumer and effective use of leisure time
- Develop citizenship skills important to responsible participation in a democratic society

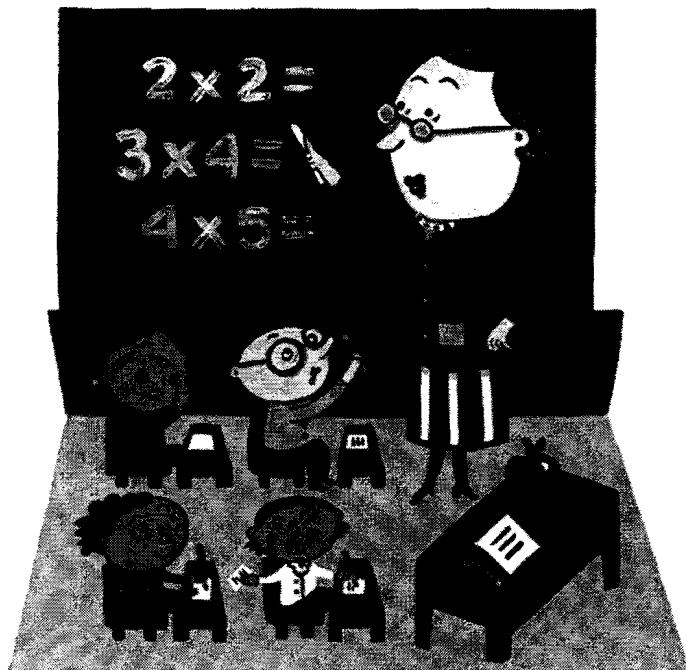
The Research



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Identify Who Will Be Involved

- My class
- Several Classes
- One grade level
- Several grade levels
- Entire school
- Community
- Service-Learning partners



Identify & Build Your Sources of Support

- **School**
 - Teachers
 - Administration
- **Community**
 - Parents
 - Neighborhoods
- **Partners**
 - Businesses
 - Organizations



Identify Your Training Needs

- **Who?**
 - Faculty
 - Parents
 - Community
- **What?**
 - Content
- **Where?**
 - In school
 - Faculty retreat
- **When?**
 - School hours
 - Staff development
- **Why?**
 - Overall view
 - Specific areas
- **How?**
 - Guest speaker
 - Visuals



*Are there working models or
examples that I can use?*

Yes:

**Building Block
Pyramid
Web
&
Your Own Creations**

- Each model may be built with time-limited or on-going projects.
- You can adapt, adopt and combine different aspects of all the models and your own ideas to create a new model to fit your school's needs.
- An effective Service-Learning program can involve one class or several, one grade level or many, one school or more, and it can expand to the community, county, and state.

Structuring Your Service-Learning Program

Which option works best for us?

An important place to start in establishing or expanding a service-learning program is to consider the structural options, of the sort listed below, to see which one best fits your needs. No one of these options is necessarily better than the others. The range simply reflects the reality that no two classes or schools are identical. Review these options to stimulate your thinking about how you might structure your program.

In deciding on your programmatic approach, you should ask:

- Who will take primary responsibility for managing the program: A teacher, a school counselor, a principal, a community service coordinator, staff or volunteers from a nonprofit organization, a school volunteer, a parent?
- You should also consider when you will organize the service program: During class time, after school, on a special day?
- Will you be able to conduct service projects in the community, or is it necessary to limit projects to those that can be accomplished in school or in class?
- How will service-learning projects relate to the overall curriculum? Would a theme-based interdisciplinary approach help to link activities? Could you start by identifying a need in the community, then building lessons around a study of that issue?

How will our Service-Learning program expand and mature?

- Continue class activities
- Involve more students and classes
- Recruit more volunteers
- Experiment with different models
- Invite Service-Learning partners



Needs Assessment

Strategies for needs assessments

- Survey community members, parents, teachers, administration, and students
- Read local newspapers, neighborhood and community weeklies
- Watch local television broadcasts
- Share ideas with other teachers and students
- After collecting community input, brainstorm issues and service projects to address those issues
- Discuss needs and priorities with your community partner(s)

People to ask about needs

- Other school staff
- Policy makers
- Community agencies
- Advisory councils
- Local government offices
- Nursing homes (directors, social workers, burses, clients)
- Park boards
- Civic organization
- Youth organizations (YMCA, YWCA, Girl Scouts, 4-H clubs, Jack and Jill, Girls and Boys Club, Camp Fire, Junior Achievement, etc.)
- United Way

Information in this section is used with permission from *Learning by Giving* by NYLC

Impacts of Service-Learning on Participating K-12 Students

Source: RMC Research Corporation, December 2002 (Updated July 2005)

The studies summarized below build on the research outlined in Billig's May 2000 article in Phi Delta Kappan and subsequent research updates from RMC Research in 2001 and 2005.

Academic Impacts

A number of studies have been conducted showing promising results of the academic impact of service-learning.

Michigan Learn and Serve Study (Billig & Klute, 2003; Klute & Billig, 2002)

- Service-learning students in Grades 7-12 reported more cognitive engagement in English/language arts (e.g., paying more attention to schoolwork, putting forth effort) than nonparticipants.
- For students in Grades 2-5, students who participated in service-learning reported greater levels of behavioral, affective, and cognitive engagement in school than their nonparticipating peers, showing statistically significant differences in the effort they expended, paying attention, completing homework on time, and sharing what they learned with others.
- Service-learning students in the 5th grade demonstrated significantly higher test scores on the state assessment than their nonparticipating peers in the areas of writing, total social studies, and three social studies strands: historical perspective, geographic perspective, and inquiry/decision making.
- The two aspects of service-learning that were most closely associated with positive results were linkage with curriculum and direct contact with those being served.

(Meyer, Hofschire, & Billig, 2004)

- On the MEAP, 5th-grade service-learning students outperformed their non-participating counterparts on the overall science and social studies scores.
- For older students, significant differences were found for three of the nine student engagement variables.
- Aspects of program quality, such as teacher ratings of service-learning quality, student ratings of their service-learning experiences, and indicators of service-learning quality moderated the impact of service-learning.

Philadelphia Need in Deed Initiative Study (Billig, 2003)

- Sixth-grade students that participated in the service-learning approach had statistically significantly higher scores on the Terra Nova, a standardized test, in the areas of science and language arts; however, the same effects were not found for other grade levels, however.
- Data analyses showed that the differences may be attributable to the content and quality of the service-learning experience.

California Service-Learning Programs (Ammon, Furco, Chi & Middaugh, 2001)

- Researchers found that academic impacts were related to clarity of academic goals and activities, scope, and support through focused reflection.

Comparison Study (Furco, 2002)

High school students who engaged in service-learning were compared with peers who either performed community service or performed no service at all.

- Students who engaged in any type of service had higher scores on attitude toward school surveys, though gender and school site may have confounded the results.
- The service-learning group scored higher on all academic measures though the only statistically significant differences were between the service-learning and the no service group.

New England CO-SEED Sites (Klute, 2002)

RMC Research evaluated a service-learning program focused on the environment in several New England schools.

- Participating students showed that sixth grade service-learning participants in New Hampshire demonstrated statistically significant gains in achievement scores on state assessments relative to their own performance in the past.
- Vermont 6th-grade and 2nd-grade students scored higher in reading and word analysis though the data were not statistically significant. No differences were found for students in other grade levels.
- The author suggested that the differences in outcome may have been related to the degree of quality implementation at the sites.

Waianae, Hawaii Study (Billig & Meyer, 2002; Billig, Meyer, & Hofschire, 2003)

Students in this program engaged in a variety of service-learning rotations that focused on connecting them with the community and their cultural heritage.

- Compared to their peers at the same schools, service-learning participants were statistically significantly more likely to think school was stimulating.
- At the trend level, they were also more likely to say that school was interesting and fun.
- In focus groups, these students most often said that their participation resulted in learning practical knowledge and skills, and learning about the Hawaiian culture.

Flint, Michigan Study

A study by Smartworks Incorporated (n.d.) surveyed service-learning students in Flint, Michigan in Grades 3, 5, 8, and 10 about their learning.

- More than two thirds of students reported that their participation helped them understand what they were learning in school and improved their academic achievement.

How Quality Service-Learning Develops Civic Values (Morgan & Streb, 1999)

- Student voice (i.e., the degree to which students: had real responsibilities, had challenging tasks; helped plan the project; and, made important decisions) was a significant and positive predictor of both academic and civic education outcomes.

Evaluation of School-Based Service Learning in Indiana (Morgan, W., n.d.)

Results from a study of Indiana's Learn and Serve grantees show service learning to be an effective pedagogical approach by educators that empowers and revitalizes the teachers who use it. It showed positive effects on student grades, attitudes towards school and education, and civic education.

- Overall GPAs were seen to improve from about a B average to a B+.

- Students' political knowledge increased (from 70% of asked questions answered correctly before service to 85% after completing service).
- Improved attendance was noted, and students arrived to class better prepared, were more likely to discuss school out of class, and developed more confidence in public speaking.

Further Attainment of Academic Standards Through Service-Learning (Santmire, Giraud, & Grosskopf, 1999)

This paper examined a pilot service-learning program in a middle school in a small, midwestern city. Results show service-learning addresses motivational and shared commitment aspects of positive educational environments and knowledge acquisition.

- Students from the experimental group showed significantly higher gains than the control group after repeated measures of analysis of variance (ANOVA) [$F = 5.63, p > .02$].
- Gains on the math portions contributed to most of the overall gain.
- A post hoc analysis of the MAT results of the experimental group showed no difference in gains by quartile (students in the highest quartile gained just as much as the students from the lowest quartile after service learning participation).

Alternative School Studies

- In Michigan, Laird and Black (2002) showed that students who participated in Literacy Corps, a service-learning option in one alternative school, scored higher than their nonparticipating peers on the Michigan state assessment.
- In Kansas, Kraft and Wheeler (2003) found that alternative school students who participated in service-learning showed strong gains over time on measures of attitude toward school, on writing scores on a six-trait writing assessment, and in grade-point averages.
- In an evaluation of Texas Title IV service-learning programs, Brown, Kim, & Pinhas (2005) showed that ratings of school engagement and civic dispositions for participating students at Disciplinary Alternative Education Programs increased significantly over time.

Study of At-Risk Students (Hecht, 2002)

This study evaluated the impact of service-learning among Delaware students who were educationally at risk because they were retained or administratively assigned to 7th or 8th grade.

- Qualitative findings demonstrated that students who engaged in service-learning found unexpected enjoyment and fun in their participation. All students described the program in positive terms, showing that service-learning appeared to increase their engagement in school.

Other studies have shown achievement gains on grade point averages (Kirkham, 2001) and motivation to learn (Ritchie & Walters, 2003)

- Surveys of Learn and Serve participants in Wisconsin (Kirkham, 2001) found that 97.9% of teachers who offer service-learning said that students learned more than what they would have learned through regular instruction. Nearly half (46.4%) reported that students' grades improved and 35.8% reported that absenteeism decreased. High school students who participated generally affirmed these findings. On a survey, 77% said that they acquired new skills, knowledge, and interests; 67% reported that they gained a broader understanding of people and places; and 62% said they had a better understanding of the community and how it works.

- In their evaluation of KIDS Consortium, Ritchie and Walters (2003) showed that both middle and high school students had statistically significant increases in their motivation to learn, putting forth the necessary effort to reach a goal, and understanding of everyday life.
- Melchior and Bailis (2002) found that Learn and Serve participants had strong impacts on school engagement and math scores.
- Scales, Blyth, Berkas, and Kielsmeier (2000), however, found no effects of service-learning on a cluster of achievement related variables.

Studies of Student Problem Solving

Three studies conducted by RMC Research in Philadelphia, Denver, and Waianae, Hawaii examined the impact of service-learning on students' problem-solving abilities and cognitive complexities.

- After engaging in service-learning, students were much more apt to view social or community problems as systemic rather than personal, become more action oriented in their solutions, pose more solutions, and advance more realistic solutions.
- In the Hawaiian study, students also were more likely to become more empathic and take a deeper, more analytic approach to the problems.
- In the Philadelphia study, the younger children had stronger results than older students.

Conclusion: Students who participated in service-learning were found to have scored higher than nonparticipating students in several studies, particularly in social studies, writing, and English/language arts. They were found to be more cognitively engaged and to be more motivated to learn. Studies show great promise for service-learning as an avenue for increasing achievement among alternative school students and other students considered at risk of school failure. Studies on school engagement generally show that service-learning students are more cognitively engaged in school, but not necessarily more engaged behaviorally. Studies of students' problem-solving abilities show strong increases in cognitive complexity and other related aspects of problem solving. Service-learning, then, does appear to have a positive impact on students by helping them to engage cognitively in school and score higher in certain content areas on state tests. Some of these outcomes are mediated by the quality of the program.

Civic/Citizenship Impacts

Typically, the area of civics and citizenship contains calls for the acquisition of knowledge (most often reflected in standards and measured by the National Assessment of Educational Progress), skills, and dispositions or virtues. Service-learning research in the area of civic engagement and citizenship is growing exponentially, especially in response to these calls for increased civic education. Some of the more recent studies are summarized next.

Carnegie Corporation Study of High School Civic Engagement (Billig, Root, & Jesse, 2005)

- Service-learning students had higher scores of enjoyment of school overall than comparison group peers and were significantly more likely to report intending to vote than comparison students.

- Duration of the service-learning experience, student decision making, teacher characteristics, experience using service-learning, and active teaching strategies were all associated with higher civic knowledge, skills, and dispositions.

Colorado Learn and Serve Program (Kim & Billig, 2003; Klute, Sandel, & Billig, 2002)

A study of the impact of the Colorado Learn and Serve program examined 35 classrooms and 761 students, about half of whom participated in service-learning and half of whom did not.

- Results for these students showed a statistically significant difference in connection to community, connection to school, and civic responsibility for those participating in service-learning relative to their nonparticipating peers.

California Service-Learning Programs (Ammon et al., 2001)

- This study found an increase in civic engagement in some, but not all sites. The differences in impact were attributed to differences in programmatic goals; disparity in the ways in which attitudes changed; the ways in which previous service experiences were linked to civic engagement; and the differences in student thinking about good citizenship.

Study of High School Service (Furco, 2002)

- This study of California's high school programs also found a statistically significant difference in favor of service and service-learning on students' awareness of societal issues and willingness to take active roles in the community.

Building Citizenship: How Student Voice in Service-Learning Develops Civic Values

(Morgan & Streb, 2001)

Student voice in service-learning projects is positively correlated with improved self-concept, political engagement, and tolerance.

- As the level of student empowerment, or voice, increased, so did students' political engagement, desire to be more socially active, and respect for those who are different from them.
- Overall, the study demonstrated that service-learning projects with student leadership can help make students better citizens.

Report to the Surdna Board (Westheimer & Kahne, 2000)

- Programs where students augment their sense of knowledge were also those where students' sense of agency and civic commitments grew the most.
- Although results varied by site, pre- and post-test surveys indicated a range of positive effects and far fewer negative effects
- Authors offer a challenge to educators to question what students are learning through their community service experience and whether or not the lessons learned have systemic impact and solutions on the problem or open doors for later life time involvement.

Philadelphia Freedom Schools Junior Leader Study (Billig, 2002a)

- Participants increased in statistically significant ways on measures of connectedness with community, connectedness to American society, taking action and making changes in their communities, developing a realistic perspective about higher education requirements, and acquisition of a variety of leadership skills, including the ability to plan projects.

Waianae, Hawaii Study (Billig, Meyer, & Hofschire, 2003 and Yamauchi, Billig, Meyer, & Hofschire, in press)

- Service-learning participants had statistically significantly more positive outcomes on their feelings of contribution to the school and to the community; feelings of being a valued part of the community by adults and other students; having pride in school; understanding issues that affect the well being of the community, and taking actions to make changes in the community.
- Service-learning students were also significantly more likely to want to help others and, at the trend level, were found more likely to be involved in activities that will make people's lives better.

Rural Community Study (Hennes, 2001)

- Student social capital development (e.g., their relationship with adult civic leaders and community organizations) was much higher in students who participated in service-learning than those who did not.
- There were no differences in human capital development in terms of civic knowledge, skills, and values.

Relative Efficacy of Service-Learning

Several studies have been conducted to examine the effects of service-learning on civic engagement relative to other school-based interventions.

- Melchior and Bailis (2002) compared results from their evaluations of Serve America, Learn and Serve, and Active Citizenship Today (ACT). Student participants in each of these programs were in middle and high schools across the United States. In each of these programs, students engaged in service-learning, though there was less service-learning in ACT than in the other programs. However, the Learn and Serve program participants were in schools that had “fully implemented” service-learning, while the Serve America and ACT participants were randomly selected.
 - Results indicated that both the Serve America and Learn and Serve programs had a statistically significant positive impact on students' civic attitudes and behaviors, particularly in the areas of personal and social responsibility for the welfare of others; personal and social responsibility for community involvement, service leadership, acceptance of diversity, and communication skills.
 - Impacts were greatest among high school students. The greatest impacts were in those areas that were directly affected by service-learning rather than on broad social responsibility areas.
 - These researchers also found that quality matters and that sustaining participation over time was associated with more lasting impacts. ACT also had a number of positive impacts, particularly in the area of communication skills development.
- Kahne, Chi, and Middaugh (2002) evaluated the Constitutional Rights Foundation's City Works program, administering a pre/post survey to students who participated in the program and those in control groups. They also conducted classroom observations and focus groups.
 - These researchers found statistically significant greater commitments to become a participatory citizen, to justice-oriented values, and an interest in service generally among City Works students compared to nonparticipants.

- At the trend level, they also found that City Works participants had greater personal responsibility, knowledge of social networks, leadership skills, and civic efficacy.
- When the researchers deconstructed the components of City Works to see which type of intervention had the greatest impacts, however, simulations and exposure to role models were found to have a greater impact than service-learning.
- Service-learning had a positive impact, but the impact was in fewer areas, specifically, the development of personal responsibilities, social networks, and increased commitment to service.
- The authors concluded that the opportunities to work on issues that matter to students and learn about aspects of society that need changing were the key to producing broad civic engagement impacts.

Environmentally Responsible Behaviors

- Covitt (2002) compared middle school students engaged in service-learning on environmental projects with nonparticipating peers to determine whether service-learning participation was related to motive fulfillment, prosocial behaviors, and civic outcomes related to environmental responsibility. The two different types of service-learning that were implemented in these programs did not produce positive differences on any of the measures. The author suggests that there are factors associated with pre-packaged service-learning programs that may inhibit motive fulfillment and achievement of desired outcomes, and differences in the quality of implementation most likely affected the results.
- Billig, Klute, and Sandel (2001) in a study of CO-SEED, a different environmental stewardship program described previously, found more agreement than disagreement from students that they felt a greater connection to local communities.
- Colorado elementary school students in another environmental project, Earthwalk, were found to significantly increase their desire to make a difference in the community (Billig & Salazar, 2003).
- Finally, students who participated in a Denver Zoo service-learning program also significantly increased their ratings on survey items related to young people's abilities to make a difference and indicated that all young people should contribute. Differences were also found on measures of the need to take responsibility for the environment (Meyer, 2003).

Meta-analysis

Perry and Katula (2001) conducted a meta-analysis to examine the extent to which service affects citizenship. These researchers found that three dimensions of citizenship were impacted by service:

- Individual's motivations and skills that includes civic and political involvement and community attachment; cognitive capacities, and ethics;
- Philanthropic and civic behaviors, defined as nonpolitical behaviors that produce public benefits, such as volunteering and charity; and
- Political behaviors, including voting, campaign contributions, service on public boards or commissions, and running for public office.

The meta-analysis examined both service and service-learning and both K–12 and higher education. Perry and Katula described the influence of specific antecedents, such as parental education and church attendance; the attributes of service such as quality; the attributes of the server, such as intellectual stimulation, socialization, and practice; and the degree of institutionalization of practices

on service and service-learning impacts. They concluded that the type of service that produces the most consistent positive results is service-learning (p. 360).

Conclusion: Most, but not all, of the studies of service-learning and its impact on various measures of civic engagement, show that service-learning has positive results, particularly for the domains of civic skills and dispositions. The mixed results here have been analyzed by the researchers as being related to the quality and intention of service-learning programs. When service-learning is intentionally oriented to a civic outcome, it appears to produce that outcome most of the time, especially for high school students. However, for many programs, civic engagement is not an intentional goal, and in those cases, it appears that service-learning may not accomplish civic outcomes as well as some other deliberate interventions.

Social/Personal Impacts

Over the years, the social and personal impacts of service-learning have been most frequently documented. Typical outcome areas that were shown to be strongly related to service-learning included self-efficacy, respect for diversity, self-confidence, collaborative skills, avoidance of risk behaviors, and resilience (Billig, 2000). Over the past few years, the number of studies in this area has declined. Researchers in the social-emotional learning field, however, have embraced service-learning as a key strategy for accomplishing the five core social-emotional competencies (self-awareness, social awareness, self-management, relationship skills, and responsible decision making) that all young people should develop (Elias, 2003). Social emotional learning theorists believe that “social emotional learning provides the skills while service-learning provides the opportunities to apply the skills” (p. 1). Recent studies by researchers in the realm of social/personal impacts are presented next.

Ethics

Several studies of the impact of service-learning participation on ethics have recently been conducted. In these studies, ethics were generally defined as students' willingness to stand up for what is right, the development of strong moral values and judgments, willingness to intervene for the sake of justice, and development of a strong sense of right and wrong, good and bad.

- Furco (2002) found that there were statistically significant differences between service and service-learning participants and nonparticipants on all measures of ethics, with far more positive ratings for those who participate in service or service-learning.
- Leming (2001) examined whether service-learning reflection that contained an ethical reasoning component impacted student agency (feeling that they could make a difference), social relatedness, and political-moral awareness. Students with the ethical component within their service-learning program were compared to those who engaged in community service with reflection but without the ethical component and with those who did not participate in service.
 - Leming found that after one semester, high school students with the ethical component in their service-learning program scored much higher on the ethics measures (essay prompts scored according to an ethical awareness index) than students in either of the other conditions.

- In both service-learning conditions, students scored higher than nonparticipants on measures of social responsibility and anticipated future participation in community affairs.
- There were no differences on measures of self-esteem.

Resilience

A study of the Lions Quest program by Laird and Black (2002b) examined students' risk behaviors such as potential for dropping out of school, use of alcohol and other substances, and misconduct. They also conducted surveys that documented degrees of participation in service-learning and a checklist of personal gains.

- Ninth-grade students who participated in service-learning classes had statistically significantly more positive scores on all measures of resilience, and 12th-grade service-learning students maintained a low risk of dropping out compared to their nonparticipating peers, including those identified as being at high risk initially.
- Those students who participated in environmental service-learning projects had higher scores on interpersonal attitude scales than those who participated in other forms of service.
- Those involved in human service projects started out with lower scores and gained more than others.
- Those with more service hours showed higher scores on several areas, particularly measures of positive community values and interpersonal competencies.
- Ninth-grade students were also more likely to decrease their cigarette smoking if they engaged in service-learning.

Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy (Kirby, 2001)

This research review examined evaluation research on programs to prevent teen pregnancy that shows programs are making a real difference in encouraging teens to remain abstinent or use contraception when they have sex.

- Service-learning programs may have the strongest evidence of any intervention that they reduce actual teen pregnancy rates while the youth are participating in the program. Among the programs with the best evidence of effectiveness are the Teen Outreach Program and Reach for Health service learning program.
- Although the research does not clearly indicate why service-learning is so successful, several possibilities seem plausible: participants develop relationships with program facilitators, they gain a sense of autonomy and feel more competent in their relationships with peers and adults, and they feel empowered by the knowledge that they can make a difference in the lives of others. All such factors, in turn, may help increase teenagers' motivation to avoid pregnancy.
- Participating in supervised activities—especially after school—may simply reduce the opportunities teens have to engage in risky behavior, including unprotected sex.

Other Studies

- The Hawaii study cited previously (Yamauchi et al., in press) also showed statistically significant impacts of service-learning on a constellation of measures related to resilience, leadership, and prevention of school dropout.
- Similar findings occurred in the Freedom Schools study (Billig, 2002a) and the Denver Zoo study (Meyer, 2003).

- In addition, the study of Waianae students and Freedom Schools Junior Leaders showed strong positive results in terms of connection to cultural heritage. Qualitative data were also provided to support these findings.
- In a study by Johnson and Notah (1999), 156 primarily Hispanic students who participated in service-learning had positive, but statistically insignificant effects on their self-esteem and personal responsibility.
- Morgan and Streb (1999) showed that service-learning students demonstrated greater empathy than comparison groups. Scales and colleagues (2000) showed positive impacts of service-learning on concern for others' welfare and efficacy in helping others.
- Meyer and Billig (2003) in the evaluation of Need in Deed found that 4th-grade service-learning participants scored higher on measures of altruism and empathy than nonparticipants, though this result was not found for 6th-grade students. Finally, Kirby (2001) performed a meta-analysis of studies that addressed teenage pregnancy prevention. He concluded that of all of the programs studied, service-learning had the greatest positive impact.

Teaching Character Education to Students With Behavioral and Learning Disabilities Through Mentoring Relationships (Muscott & O'Brien, 1999)

SO (Service-Learning Opportunities) Prepared for Citizenship, an inclusive after school program, was designed to enhance the character development of elementary students by teaching specific character traits including: (a) responsibility and self-control; (b) cooperation and teamwork; and (c) respect and appreciation of diversity through language arts and other activities. The program relies on high school and college mentors to introduce the curriculum and perceptions of the program.

- Students with disabilities expressed responsibility for their actions; responded to the ideas of cooperation and teamwork and respect and appreciation of diversity; learned to make new friends; and found learning about character to be fun and rewarding.

Positive Peer Solutions: One Answer for the Rejected Student (Rosenberg, McKeon, & Dinero, 1999)

Positive Peer Groups (PPG) is a leadership training program that helps alienated and disengaged students bond to school via participation in school-oriented service activities stressing work, discipline, and responsibility. Students form affiliations with peers involved in the same efforts. Results in Ohio schools are encouraging.

- Students who experienced the program showed improved attitudes toward school, were proud of their own growth and maturity, and showed more initiative than control students.
- Students became more cooperative and tolerant of individual differences, and they learned to work together as a team, depend upon each other and to be depended upon.
- They showed increased social responsibility.

The Effects of Service-Learning on Middle School Students' Social Responsibility and Academic Success (Scales, Blyth, Berkas, & Kielsmeier, 2000)

The effects of service-learning on social responsibility and academic success were investigated among a large, racially and socioeconomically diverse sample of students in Grades 6 through 8 in three middle schools.

- Over the school year, service-learning students maintained their concern for others' social welfare, whereas control students declined on those concerns.

- Service-learning students, especially girls, also declined significantly less than did controls in their frequency of talking with parents about school.
- Compared with other students, students with substantial hours of service-learning, a lot of reflection, and a high degree of motivation attributed to service-learning, significantly increased their belief in the efficacy of their helping behaviors, maintained their pursuit of better grades and their perception that school provided personal development opportunities, and decreased less in their commitment to class work.

Service Learning: Who Benefits and Why (Stukas, Clary, & Snyder, 1999)

This is an extensive review of the service-learning literature on key benefits for students, institutions, and communities. Student-level benefits, self-enhancement, understanding of the self and world, value expression, career development, social expectations, and protection are addressed.

- Service learning can impact students' personal development in areas such as personal efficacy, self esteem, and confidence (e.g., Giles & Eyler, 1994a, 1998; Yates & Youniss, 1996).
- Service learning has been shown to improve students' moral reasoning (Conrad & Hedin, 1981, 1982), problem solving (e.g., Eyler, Root, & Giles, 1998), and empathetic understanding (Yogev & Ronen, 1982).
- Service-learning can influence students' understanding of attitudes toward diverse groups in society (Blyth et al., 1997; Yates & Youniss, 1996).
- Students who engage in service learning have frequently been demonstrated to show increases in personal and social responsibility (e.g., Conrad & Hedin, 1981, 1982; Hamilton & Fenzel, 1988; Markus et al., 1993; Sax & Astin, 1997) and altruistic motivation (Yogev & Ronen, 1982).

Conclusion: These studies affirmed the strong evidence from earlier research summarized by Billig (2000) that service-learning produces an array of positive impacts in the area of prosocial behaviors, acceptance of diversity, connection to cultural heritage, development of ethics, and strengthening of protective factors related to resilience. Service-learning clearly helps students to develop caring, altruism, and other social emotional learning.

Career Exploration: Several recent studies affirmed the research that has consistently shown the value of service-learning in helping young people explore career options. Yamauchi and colleagues (in press), for example, showed students in service-learning relative to nonparticipating students had a stronger set of job and career related skills and aspirations, including knowledge of how to plan activities, desire to pursue postsecondary education, and job interview skills. Furco (2002) found strong statistically significant differences on formulation of career plans and emphasis on finding a career that was personally satisfying and/or beneficial to others between the service-learning and service groups and the non-participants.

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The Resiliency Model



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40 Developmental Assets®

Middle Childhood (4th to 6th grades)

Search Institute has identified a framework of 40 developmental assets for middle childhood (grades 4-6) based on extensive review of the theory, research, and practice base for childhood development. When linked to the *Developmental Assets framework for early childhood* and the well-established *youth Developmental Assets framework*, a powerful, practical, and unified approach to the healthy growth and well-being of young people across the first two decades of life is available.

For more information on developmental assets in middle childhood, see *Coming Into Their Own: How Developmental Assets Promote Positive Growth in Middle Childhood*, and *Building Assets is Elementary: Group Activities for Helping Kids Aged 8-12 Succeed*.

Asset Category	Asset Name	Asset Definition
EXTERNAL ASSETS		
Support	1. Family support	Family life provides high levels of love and support.
	2. Positive family communication	Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
	3. Other adult relationships	Child receives support from adults other than her or his parent(s).
	4. Caring neighborhood	Child experiences caring neighbors.
	5. Caring school climate	Relationships with teachers and peers provide a caring, encouraging school environment.
Empowerment	6. Parent involvement in schooling	Parent(s) are actively involved in helping the child succeed in school.
	7. Community values children	Child feels valued and appreciated by adults in the community.
	8. Children as resources	Child is included in decisions at home and in the community.
	9. Service to others	Child has opportunities to help others in the community.
	10. Safety	Child feels safe at home, at school, and in her or his neighborhood.
Boundaries and Expectations	11. Family boundaries	Family has clear and consistent rules and consequences and monitors the child's whereabouts.
	12. School boundaries	School provides clear rules and consequences.
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring the child's behavior.
	14. Adult role models	Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.

	15. Positive peer influence	Child's closest friends model positive, responsible behavior.
	16. High expectations	Parent(s) and teachers expect the child to do her or his best at school and in other activities.
Constructive Use of Time	17. Creative activities	Child participates in music, art, drama, or creative writing two or more times per week.
	18. Child programs	Child participates two or more times per week in cocurricular school activities or structured community programs for children.
	19. Religious community	Child attends religious programs or services one or more times per week.
	20. Time at home	Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.
INTERNAL ASSETS		
Commitment to Learning	21. Achievement motivation	Child is motivated and strives to do well in school.
	22. Learning engagement	Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
	23. Homework	Child usually hands in homework on time.
	24. Bonding to adults at school	Child cares about teachers and other adults at school.
	25. Reading for pleasure	Child enjoys and engages in reading for fun most days of the week.
Positive Values	26. Caring	Parent(s) tell the child it is important to help other people.
	27. Equality and social justice	Parent(s) tell the child it is important to speak up for equal rights for all people.
	28. Integrity	Parent(s) tell the child it is important to stand up for one's beliefs.
	29. Honesty	Parent(s) tell the child it is important to tell the truth.
	30. Responsibility	Parent(s) tell the child it is important to accept personal responsibility for behavior.
	31. Healthy lifestyle	Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
Social Competencies	32. Planning and decision making	Child thinks about decisions and is usually happy with results of her or his decisions.

	33. Interpersonal competence	Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
	34. Cultural competence	Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
	35. Resistance skills	Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
	36. Peaceful conflict resolution	Child attempts to resolve conflict nonviolently.
Positive Identity	37. Personal power	Child feels he or she has some influence over things that happen in her or his life.
	38. Self-esteem	Child likes and is proud to be the person he or she is.
	39. Sense of purpose	Child sometimes thinks about what life means and whether there is a purpose for her or his life.
	40. Positive view of personal future	Child is optimistic about her or his personal future.

This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

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40 Developmental Assets®

Adolescents (6th to 12th grades)

Through extensive research, Search Institute has identified the following 40 building blocks of healthy development that help young people grow up healthy, caring, and responsible.
The asset definitions shown in this chart are based on research on adolescents (6th to 12th grades).

EXTERNAL ASSETS

Support	Family support	Family life provides high levels of love and support.
	Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	Other adult relationships	Young person receives support from three or more nonparent adults.
	Caring neighborhood	Young person experiences caring neighbors.
	Caring school climate	School provides a caring, encouraging environment.
	Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	Community values youth	Young person perceives that adults in the community value youth.
	Youth as resources	Young people are given useful roles in the community.
	Service to others	Young person serves in the community one hour or more per week.
	Safety	Young person feels safe at home, at school, and in the neighborhood.
Boundaries and Expectations	Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.
	School boundaries	School provides clear rules and consequences.
	Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.
	Adult role models	Parent(s) and other adults model positive, responsible behavior.
	Positive peer influence	Young person's best friends model responsible behavior.
	High expectations	Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time	Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
	Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
	Religious community	Young person spends one hour or more per week in activities in a religious institution.
	Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.
INTERNAL ASSETS		
Commitment to Learning	Achievement motivation	Young person is motivated to do well in school.
	School engagement	Young person is actively engaged in learning.
	Homework	Young person reports doing at least one hour of homework every school day.
	Bonding to school	Young person cares about her or his school.
	Reading for pleasure	Young person reads for pleasure three or more hours per week.
Positive Values	Caring	Young person places high value on helping other people.
	Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
	Integrity	Young person acts on convictions and stands up for her or his beliefs.
	Honesty	Young person "tells the truth even when it is not easy."
	Responsibility	Young person accepts and takes personal responsibility.
	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	Planning and decision making	Young person knows how to plan ahead and make choices.
	Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
	Cultural competence	Young person has knowledge of and comfort with people of different

cultural/racial/ethnic backgrounds.

Positive Identity	Resistance skills	Young person can resist negative peer pressure and dangerous situations.
	Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.
	Personal power	Young person feels he or she has control over "things that happen to me."
	Self-esteem	Young person reports having a high self-esteem.
	Sense of purpose	Young person reports that "my life has a purpose."
	Positive view of personal future	Young person is optimistic about her or his personal future.

This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

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Five Action Strategies

Source: Search Institute

Creating Positive Change through Community Initiatives

After years of studying community change and learning alongside communities committed to making change happen, Search Institute has named five Action Strategies that new and ongoing initiatives can use to guide the work they do in their own towns, cities, or regions.

Using the Five Action Strategies

Community initiatives based on the Developmental Assets work thoughtfully to determine how people in all spheres of life can be involved. What keeps an initiative vibrant is the relationships that develop between the adults and young people in each sphere and in the networks of adults formed across those spheres.

The five Action Strategies provide a practical approach to identifying, encouraging, and linking all the important people, places, activities, and programs necessary for a powerful collective effort. With a focused initiative, you can intensify your efforts to:

1. **Engage adults** from all walks of life to develop sustained, strength-building relationships with children and adolescents, both within families and in neighborhoods.
2. **Mobilize young people** to use their power as asset builders and change agents. This means listening to their input and including them in decision making.
3. **Activate sectors of the community**-such as schools, congregations, businesses, and youth, human service, and health-care organizations-to create an asset-building culture and to contribute fully to young people's healthy development.
4. **Invigorate programs** to become more asset rich and to be available to and accessed by all children and youth.
5. **Influence civic decisions** by influencing decision makers and opinion leaders to leverage financial, media, and policy resources in support of this positive transformation of communities and society.

As you think about these five Action Strategies, you will notice that they are not tasks to complete one by one in sequence. Instead, as you strengthen relationships within and between these spheres of influence across the community, you will build a web of interconnected efforts that support one another. Long-lasting success happens by merging the asset-building capacities of all community members-in all the settings where the lives of adults and youth intersect. It takes the combination of all five Action Strategies to make lasting positive change.

Basic Psychological Needs of At-Risk Youth

Adapted from: At-Risk Students, Richard Sagor, 1993

1. THE FEELING OF COMPETENCE

Academic competence vs. incompetence - high-stakes testing and traditional classrooms create a feeling of incompetence among non-traditional learners.

2. THE FEELING OF BELONGING

Historically, “at-risk” students were primarily those whose appearance, language, culture, values, communities, and family structures did not match the dominant white culture that schools were designed to serve and support. (Goodlad and Keating, 1990)

Anomie – A condition in which there is a breakdown of the influence of social norms due to a weakening of social bonds. The concept of anomie was introduced by French sociologist Emile Durkheim in 1893.

Adolescents are “in” or “out.”

3. THE FEELING OF USEFULNESS

Many youth believe that they and their daily lives provide no meaningful service to anyone or anything.

4. THE FEELING OF POTENCY

An external locus of control leaves students feeling impotent.

5. THE FEELING OF OPTIMISM

“At school I feel like a failure.”

If the future looks bleak, why defer gratification?

Responding to the Five Basic Psychological Needs of Youth (Malinoff, 2003)

Developing the Feeling of Competence

- Give children choices
- Use different teaching/learning strategies in the classroom to teach things in different ways – reteach when students do not grasp the concepts – refer to the MI chart
- Encourage children's passions and interest.
- Draw on their experiences and previous knowledge.
- Validate their accomplishments in specific terms ("Your paper really explains why you think mitzvot are important.")
- Break difficult tasks into smaller chunks.
- Have high and clear expectations for the children, and celebrate student accomplishments on a regular basis
- Instead of assuming a child knows or doesn't know something, check with them to find out.
- Instead of directing students, invite them.
- Instead of rescuing students, giving them answers...ask more questions and explore the child's understanding and perceptions.

Developing the Feeling of Belonging

- Use cooperative learning strategies (working in small groups)
- Use class meetings to solve problems
- Build rituals into your classroom in which all students take part
- Use interactive strategies for team-building such as "new games" – games where all participants are engaged, but the games are not competitive (remember playing telephone?)
- Help children find common ground.
- Allow children opportunities to share their feelings.

Developing the Feeling of Usefulness

- Engage students in meaningful service...collecting money for a cause, helping the elderly, tutoring a younger child, etc.
- Use group projects in which each child has a role that is essential to success.

Developing the Feeling of Potency

- Help children to see the connection between choices and consequences...students always have a choice! Every choice will have a consequence. Be consistent.
- Give a child credit for their perceptions.
- Have children participate in decisions regarding consequences.

Developing the Feeling of Optimism

- Be encouraging.
- Be a good listener for your students.
- Discuss a future filled with promise.
- Help students connect their potential with possibilities

The SIMPLE Ways to Support Kids in Your Class

**Think about these two questions each time you teach,
work with a student, make a decision in your classroom:**

What is good for kids?

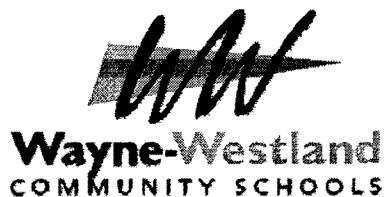
What would you want for your own children, grand-children?

SIMPLE TIPS

- Use humor.
- Smile at a student.
- Use their first names and noticed what they do and how they are (ex., I appreciate that you helped me today with the class set-up, good job explaining what you feel)
- Identify what you can and cannot change. Focus on the things over which you have control.
- Be accepting. Do not judge a student. You have not walked in her/his shoes.
- Share your own life, passion, stories. Be human.
- Set clear boundaries and limits. Avoid enmeshment.
- Do not take responsibility for the behavior of your students.

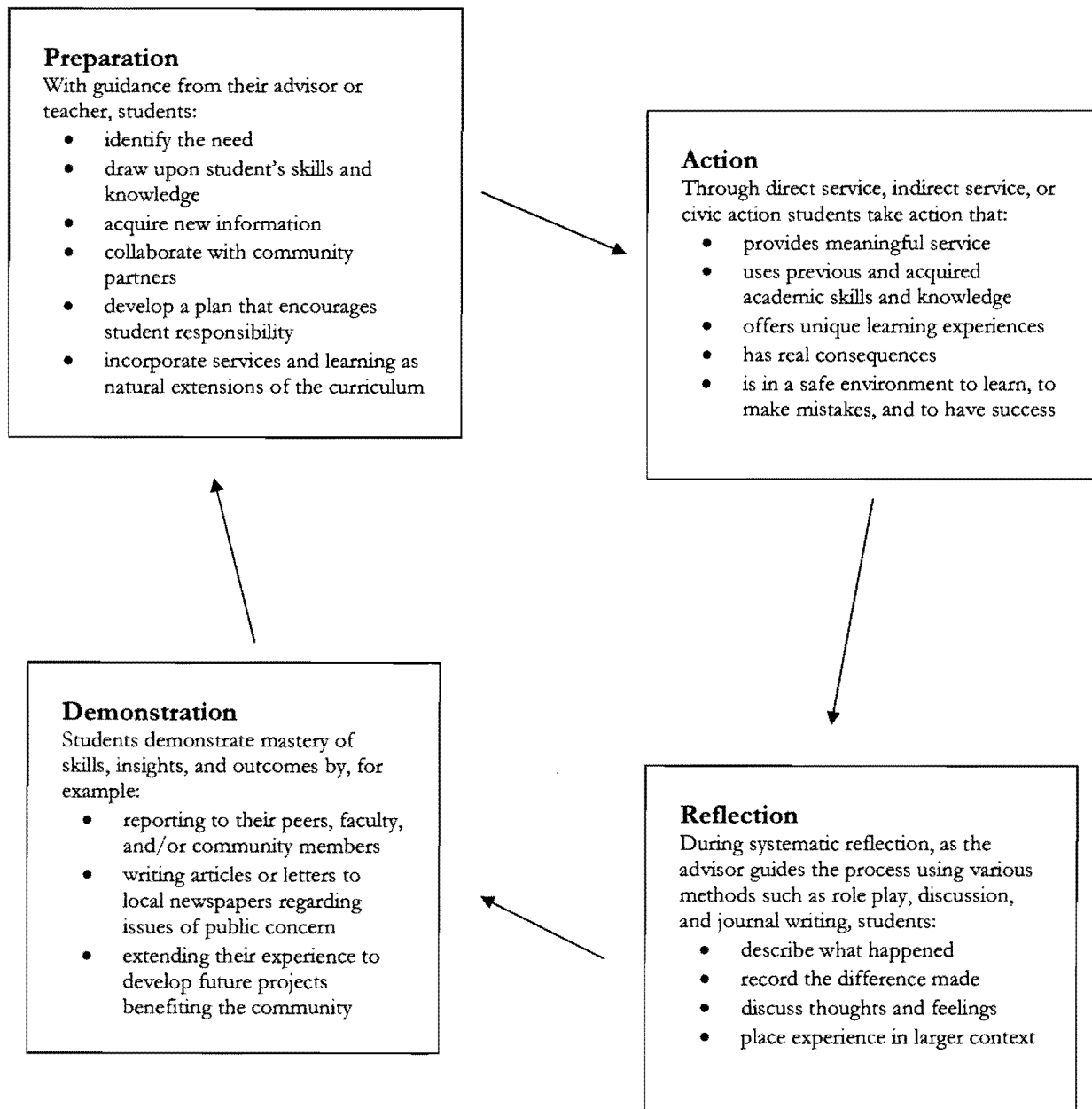
4-Step Model

For Service Learning



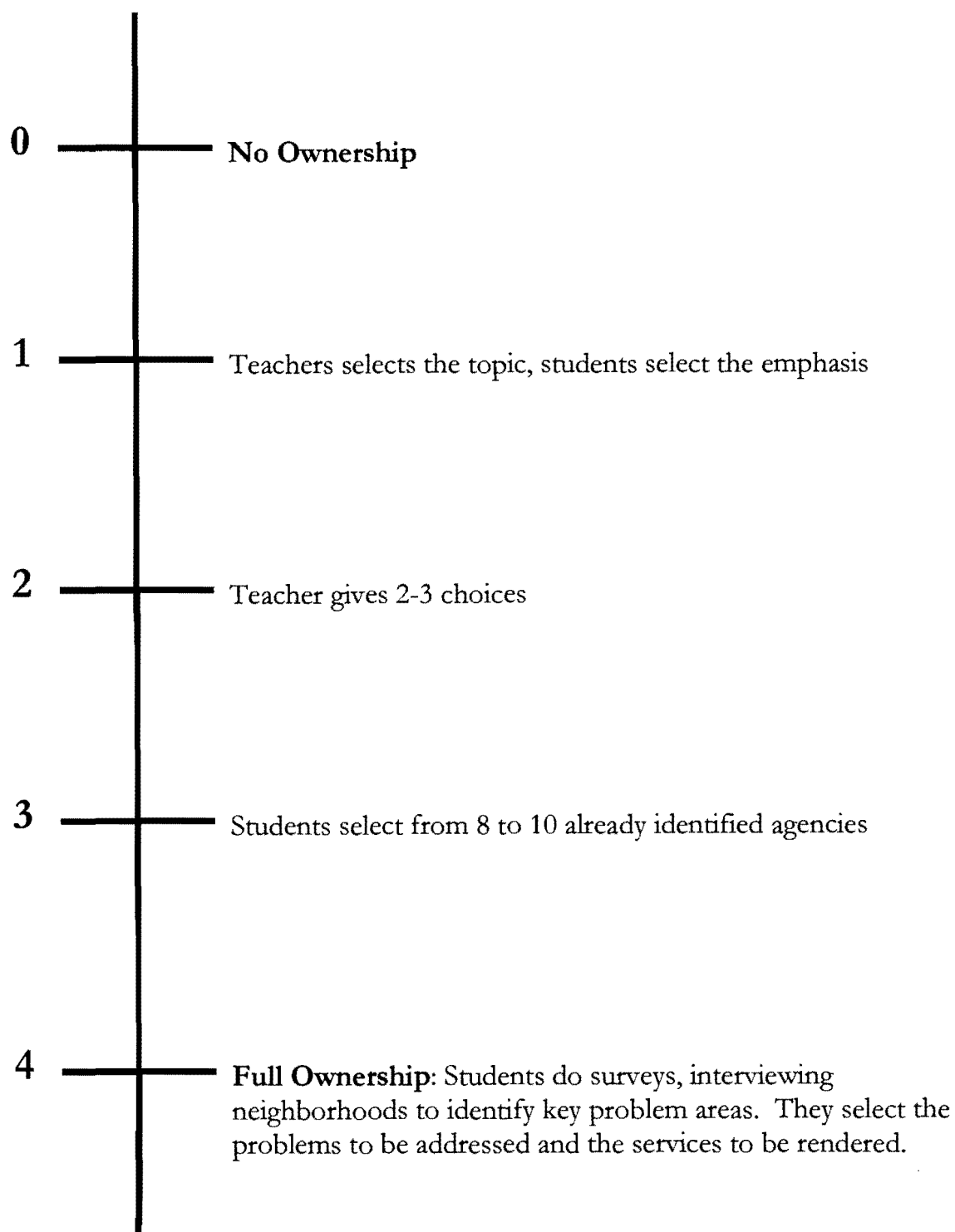
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Four Steps of Service Learning



Degrees of Student Ownership

© Toole, NYLC, 1995



Project Model

- Meet real needs and be wanted.
- Short projects can be meaningful.
- Does not require up-front organization or dependence on outside agencies.
- Class can work in committees on one project or in small groups on separate projects.
- Group projects require flexibility from the instructor.
- Offers a wide diversity of experiences.
- Involves students in developing their own responses to issues.
- Work in teams, largely in class, under supervision of instructor.
- Opportunity to assess school and/or community needs and determine services.
- High motivation because students have an active role from the beginning.
- Students learn how to accomplish goals as a group.
- Some projects can be complex and challenging.

Developing Ideas for Service Learning

Teaching Others	Product/Performance	Needs/Issues
Peer-or cross-age writing and editing	<ul style="list-style-type: none"> Write children's stories Write oral history of community 	<ul style="list-style-type: none"> Write letters to editor on social issues Amnesty international
Prepare Immigrants for citizenship tests	<ul style="list-style-type: none"> Video or rap song on civil issues 	<ul style="list-style-type: none"> Survey or study of local issues
Teach elderly or children	<ul style="list-style-type: none"> Perform for important audience 	<ul style="list-style-type: none"> Performance addressing a concern
Teach elementary youth or community	<ul style="list-style-type: none"> Publish an environmental guide for local families 	<ul style="list-style-type: none"> Adopt-a-stream
Peer tutoring	<ul style="list-style-type: none"> Develop a guide to using different intelligences to solve algebraic problems 	<ul style="list-style-type: none"> Examine financial issues of homelessness and develop report for policy makers
Develop projects for younger children	<ul style="list-style-type: none"> Build needed equipment – homes for the homeless, toys, equipment 	<ul style="list-style-type: none"> Examine barriers for handicapped and develop plan for school

Planning & Reflection



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Planning Tool

Preparation/Training:

Action:

Meaningful Service

Reflection:

Celebration:

Assessment:

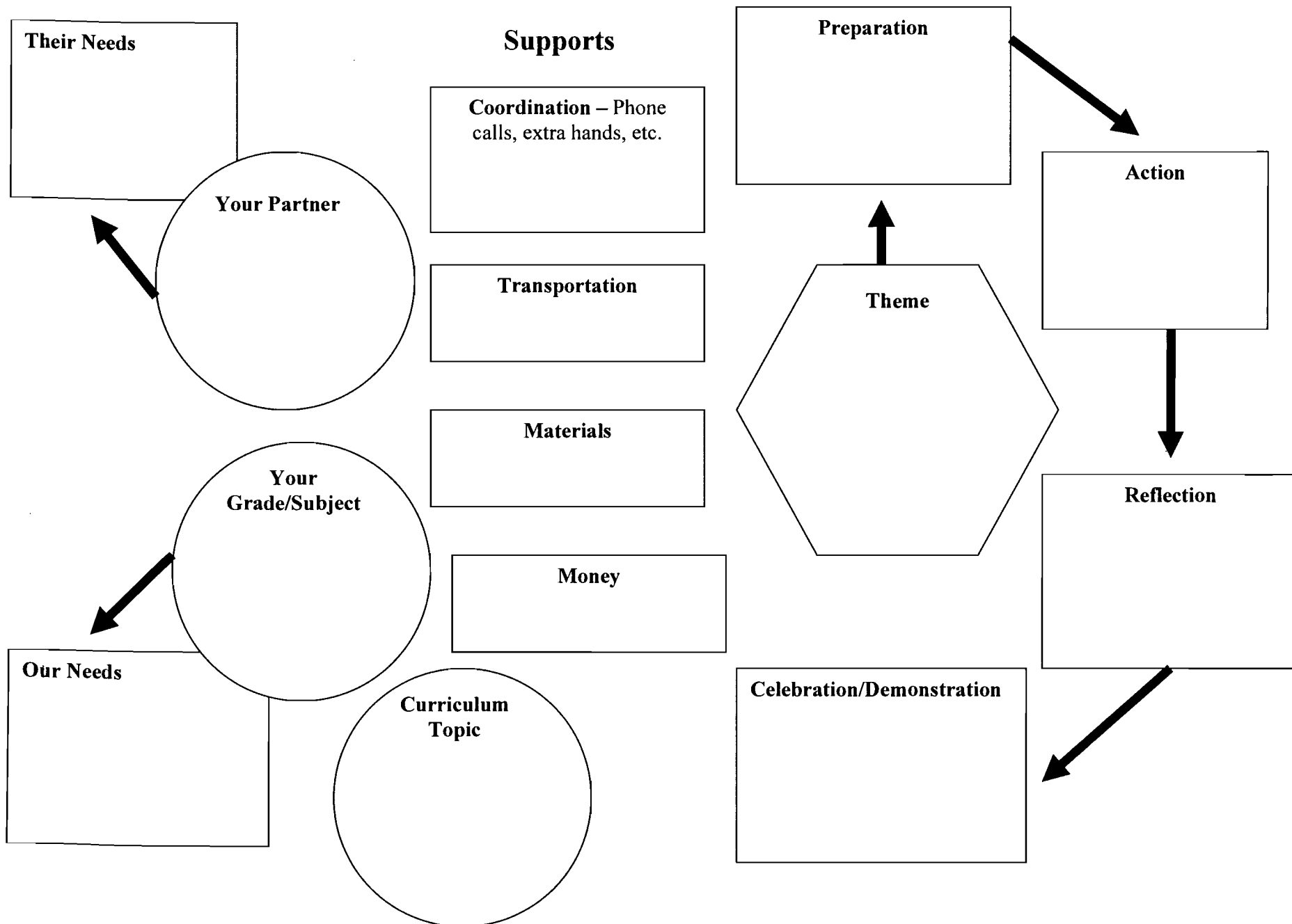
Standards/Benchmarks to be Addressed:

Students Academic Outcomes:

Students will be able to...

Personal Growth Outcomes:

Community Outcomes:



Service Learning Project Plan

Food Drive for the Homeless

Component	Plan
Preparation	<ul style="list-style-type: none"> • Research types of agencies that help people who are homeless or hungry. Develop a profile on each one and find out what help they need. • Select the agency and invite the director to school for an interview (read articles about poverty, prepare questions in advance). • Work with teachers to plan ways to include information and activities into our classroom studies (read stories about people who are homeless). • Read information about nutrition to determine well-balanced menus. • Research the Internet for ideas to improve the food drive. • Write up a plan of action, including how to inform students in the rest of the school, collect food, and deliver it. The plan should also include ways to invite and involve parents.
Action	<ul style="list-style-type: none"> • Take turns being present when donations are brought in to give each student a personal "Thank You." • Give each person who brings in a can a badge that says "We CAN help others in need!" • Give regular updates on the school's PA about what has been brought in and what is still needed. • Display the collected cans in the main lobby by the principal's office to keep the drive in everyone's mind. • Organize the delivery team, adults and students, so there are enough people to unpack the cans.
Reflection	<ul style="list-style-type: none"> • During each planning meeting and during the actual drive, write in a journal observations, feelings, thoughts and questions. • Meet with the agency director after the drive to talk about what was collected and the impact on the agency and clients. Find out what else you could do together to help the agency and/or the people they serve. • Compare the outcome of the drive with the plan of action. • At the end of the drive each student answers the following questions: <ol style="list-style-type: none"> 1. What did I learn that I didn't know before? 2. What would I do differently next time? 3. How has my thinking stayed the same or changed about my responsibility to my community? 4. Has my participation in the drive changed me? How? • Re-read the book we read during preparation. Students write their own original fiction or nonfiction piece (to share with the class, the school and/or the agency).
Demonstration/ Recognition/ Celebration	<ul style="list-style-type: none"> • Meet with the agency staff or board of directors to report what was donated and learned. • Give reports in person or in writing to the school faculty, the parent-teacher-student group, the school board; interview with radio, TV, and newspaper reporters. • Write up the plan and process of the drive to share with other schools. • Consider next projects.

What is Reflection?

Reflection is a means for reliving or recapturing our experience in order to make sense of it, learn from it, and develop new understanding and appreciations.

Reflection activities engage students in the intentional consideration of their experiences in light of particular learning objectives, and provide an opportunity for students to:

- Gain further understanding of course content and discipline.
- Gain further understanding of the service experience.
- Develop self-assessment skills as a life-long learner.
- Explore and clarify values that can lead to civic responsibility.

(Hatcher & Bringle, 1991)

Using Reflection Effectively

- Model enthusiasm
- Engage each member of the group
- Anyone in the group may speak at any time
- Accept the right to pass
- Respect the privacy of students and their families
- Model effective listening
- Take students' responses seriously
- Share appropriate information about your life
- Accept multiple answers where appropriate
- Do not accept rudeness or inappropriate responses
- Offer different ways for students to respond
- If responding verbally, allow "think time"

Guidelines for Effective Reflection Activities

Effective reflection activities...

- Link experience to learning
- Are guided
- Occur regularly
- Allow feedback and assessment
- Foster the exploration and clarification of values

(Hatcher & Bringle, 1997)

Guidelines for Facilitating Student Reflection

- Structured as ongoing aspect of course
- Offered in multiple forms
- Included in assessment
- Modeled by instructor
- Connected to course content
- Supported by class context

(Williams & Driscoll)

Reflection Questions

Observations:

What: What did I do?

Analysis:

So What: What did the experience mean to me?
How do I feel about what I am?

Integration:

Now What: What will I do because of what I did?

Questions that Prompt Reflection

General Questions

- Can you talk more about that?
- Why do you think that happens?
- What evidence do you have about that?
- What does this remind you of?
- How else could you approach that?
- What do you want to happen?
- How could you do that?

Questions about students' behavior during service:

- What choice did you make?
- What other choices did you have?
- What were the consequences of your choice?
- What is your understanding of where you are supposed to be right now?
- What are you supposed to be doing?
- What are the consequences for what you are doing?

Creating a Reflection Component

- Define goals and expectations
- Budget regular time
- Build team/establish safe space for group members
- Vary methods to accommodate learning styles
- Be creative
- Be fun
- Create space for student leadership
- Capitalize on “teachable moments”
- Evaluate your methods

Outcomes of Reflection

Effective Problem Solving

By examining experiences, students discover ways to handle real life problems more effectively, both in their service projects and in other areas of their lives.

Lifelong Learning Skills

By learning how to reflect on positive and difficult experiences, students develop a greater ability to learn from experience.

Increased Sense of Personal Power

Through examination, students can clarify their goals and develop a variety of ways to accomplish them.

High Level Thinking

Reflecting on service encourages students to deal with the root causes of complex issues. Students learn to look for the big picture and to analyze and synthesize what they have learned.

Academic Skills

In addition to skills needed for the service project itself, reflection can act as a vehicle to link a broad range of academic skills to the students' direct experience.

Celebration

Thinking about the high points and the benefits enables youth to feel a sense of renewal and accomplishment.

Improved Service

As students examine the effects of their behavior, they discover ways to improve the quality and quantity of their service.

Improved Program

Both teachers and students receive important feedback on strengths and weaknesses of the program.

Organizing the Reflective Component

Preparation

Learning activities conducted prior to a student's volunteer work.

- Build cohesion within the group
- Clarify responsibilities and expectations
- Explore service options
- Arouse interest in and commitment to the program
- Assess the values, knowledge, and skills
- Develop background information
- Develop and practice skills

Processing

Assisting students during their service placement to understand the setting, their feelings and to solve problems which arise.

- Writing, especially keeping a journal
- Analyzing and solving problems
- Learning and practicing skills
- Giving observation exercises and assignments
- Providing background sessions
- Teaching academic subject matter

Product

Activities designed to achieve closure and pull together the strands of experience.

- Have each participant prepare a "tip sheet"
- Have each participant write an informal essay or structured research paper
- Project itself may culminate in an event
- Student groups also might make a formal presentation
- There ought to be a formal closing to the project

Reflection Ideas

(from RMC Research Corporation)

- Draw a picture of the project or their contribution to the project.
- Put a number of items related to the project in a bag. Taking turns, reach in for an object and discuss what the object is and how it related to their project.
- Come up with questions the group wants to know about the experience and create a graph of the results.
- Wordstorm as many words as possible about their service learning experience.
- Have them create a mind map of their project and/or their learning.
- Take pictures during the project. As reflection, students can caption the pictures.
- Using tape recorders have students interview each other as if they were reporters.
- Before starting to work with a group, have students brainstorm the similarities and differences between your class and the group you are working with. Focus on the similarities and identify how the service learning project might address some of the differences.
- Create a life-size mural that reflects key events and people from their service learning project.
- Make a timeline of the project
- Have students write sentences about their service learning experience. Ask the class if these are fact or opinion (this activity is especially helpful in addressing myths about the population served).
- Throughout project, ask students to keep notes that address three areas: What they are thinking (heads), What they are feeling (hearts), and What they are doing (hands). Build in time for sharing answers throughout the project.
- Have students make up headlines that describe their experiences. Then have groups of students brainstorm a short news article, which can be sent home as a newsletter.
- Create photo album of project that is displayed in area library.
- Have students think about their service learning experience in terms of courage. What types of courage did it take to develop the service or the agency? What helped people find courage?
- Before service, ask students to predict what will happen when they first get to the site, as they are providing the service, right before they leave. Revisit the predictions after the service project is complete.
- Ask student to draw a cartoon or make a play dough sculpture in response to a question about the project (i.e. what excited you most or what do you expect to learn).

- Create a wall mural on paper – throughout the project, students draw and write in response to four statements – What we die, Who we are and who we partnered with, What we learned from our partners, and How we made a difference.
- The group creates a wordless book about the service experience.
- Have group respond to questions about the experience as a “Carousel Walk” – questions are on large sheets of chart paper around the room.
- If your service involves a controversial issue, have the students debate the issue, taking on the role of famous people who were involved with that issue.
- If the service involves an issue that has pros and cons, create a discussion web, formatted around a graphic organizer. A question is in the center box like “Should pesticides be used on grapes?”. Students individually and then as a group write down as many yes and no reasons they can think of related to the question, and discuss their responses.
- Have students brainstorm the answers to “What three factors will make it difficult for us to have a successful service learning experience? List the impediments, and then talk about what to do if each of these should occur.
- If their service project worked with a local agency, have students discuss the general strengths and challenges of the agency. If they had \$1 million to improve this agency, what would they do, including percentages they would want to allocate to specific areas of the agency? If they only had \$50,000, would they allocate money in the same percentages?
- Generate key words related to the experience and categorize them into the various parts of speech. Use these words to create a title or their project.
- Pairs of students exchange dialogue journals throughout the project, in which they respond in writing to each others questions about the project (best if you pair students working on different projects or a student doing service learning with one who is not).
- Before service starts, do a K-W-L chart with the group (What do I know? What do I want to know? What have I learned?) Repeat the chart throughout the project.
- Have students write a letter to a student who will come to the class next year, including personal reflections on their project. This worked best for students to write for 9th grade or 6th grade students who will be new to the school.
- If a project is extending over several years, at the end of the year, have the group write legacy letters which details what they did, what they learned and situations to avoid.
- Discuss the difference between metaphors, analogies and similes. Have students share their reflections in the format of a metaphor, analogy or simile.

- Ask the students to review their science, math, social studies, or English standards before the service begins. Have them note which standards they think will be met through the project. During the project ask them to note when and how the strategies were met. As a post-reflection, have students supply evidence on how service learning project relates to content standards.
- Throughout the project, have periodic reflection times to see whether you are meeting expected goals. Include the service recipients in your feedback and discuss their feedback.
- Have students write a help wanted ad that describes the characteristics of the person who would be best suited for the service project.
- Have student images that their service learning experience is going to be turned into a movie, like Erin Brockovich. Have students talk about the story, then imagine that they are casting directors who are choosing movie or television stars to be in the movie.
- After the service project, ask students to research the local roots of the service. For instance, if you worked with the homeless, research when and why the shelters originated. As they research the origin of the problems/solutions, ask why other solutions were not selected. Develop presentations and ask the student whether they would select the same solution and why.
- Before the project starts, discuss multiple ways in which people make decisions (voting, consensus, authority, rules, flipping a coin). Discuss the pros and cons of each choice and develop classroom strategy for making decisions during this project.
- After the project is done, have the group analyze it in terms of a workforce. Who performed which activities? How were efforts coordinated? Who was the project manager? Who were the suppliers? Who were the customers? To what extent was customer feedback use? How did communication flow? Compare the points of view of workers, managers, and customers.
- Create a pictograph wall to gather creative reflections. Have students write or draw on the wall something that represents their experience. At the end, analyze what was put on the wall.
- Ask students to reflect on ways to improve the conditions that gave rise to the need for their service. Students should take any stand they like as long as they can support their arguments. Distribute materials for a recent presidential or congressional primary. Study how platforms were presented. Ask student to develop a platform for their ideas and share their platform in presentations.
- The American Association for the Advancement of Science has identified 13 science processes: observation, measurement, classifications, quantification, inferring, predicting, relationships, communication, interpreting data, controlling data, operational definitions, hypothesizing and experimenting. Ask students to reflect on which of these processes were integrated during the project.
- Encourage students to develop ownership of the project and a sense that what they are doing will become important in the history of the school or community. Tell them to document their work on videotape to show others.

- The Paseo Wheel – Students are placed in an inner circle and outer circle so that the inner and outer circles are facing each other. They respond to a question. Inner and outer circle rotate throughout questions.
- Divide students into pairs. In each pair, one person has the point of view of the service provider and the other has the point of view of the service recipient. Each student should write a letter to the other about the service experience and about ideas for follow-up. The letters are exchanged and replies written. Once the reply has been read, students should talk about what was written.
- Study the economic cost of servicing others. List all the materials, space, labor and other expenses associated with the service learning project. Then conduct research on cost and discuss consequences of result.
- Have students reflect on how their individual time is allocated on a daily, weekly, and monthly basis. Discuss as a class how much time they spend on various activities such as sleeping, eating, working, going to school, spending time with friends. How much time is there to volunteer or do service learning? How much time can they allocate to this? What would have to change in their lives to have regular time for this? How similar or different are their time commitments from those of the population they are serving? Why might some people give money instead of time?

Practitioner's Corner

Questions to Stimulate Higher-Order Thinking

Incorporate these questions into lesson plans to stimulate higher-order thinking. Be sure to read the guidelines for using Bloom's Taxonomy to ensure the maximum effectiveness of these questions. Remember to provide adequate wait time. Students should become accustomed to this type of questioning in every study assignment.

- What would you have done?
- What are some of the things you wondered about while this was happening?
- What might happen next?
- Why do you think this is the best choice?
- What do you think might happen if...?
- What do you think caused this?
- Can you predict what might happen in the future?
- How is it like...?
- How is it different from...?
- Can you give an example?
- Where could we go for help on this?
- Could this ever happen?
- Where do we go next?
- Have we left out anything important?
- Can we trust the source of this material?
- In what other ways could this be done?
- How many ways can you think of to use...?
- Do you agree with this author/speaker? Why or why not?
- Can you isolate the most important idea?
- How would changing the sequence affect the outcome?
- How could you modify this?
- What details could you add to give a clearer picture?
- How can you test this theory?
- How can you tell the difference between...and...?

Sample Lesson Plans

Developed by Teachers of Wayne-Westland Community Schools



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Elementary

Lesson Plans



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Project Name: Creating Outdoor Learning Environment in Hamilton Courtyard

Service Provided:

Subject: Science

Potential Course Link:

Grade: K-5

Project Description: Students of Hamilton Elementary in grades K-5 participated in an outdoor learning environment experience in the school's courtyard. This has been an ongoing project for the past two years. Students planted tulip bulbs in an "H" pattern, planted other plants and helped maintain beds by weeding, raking, spreading mulch and watering. Students also maintained various birdfeeders that attracted different birds. They helped build two picnic tables. All activities enhanced science/math objectives.

Length of Project:

Planning:

Action:

Reflection:

"I love the courtyard because it's pretty and the animals are making beautiful sounds. We are taking good care of the courtyard."

"When I planted tulips and lay bricks, I feel like I have a big job. It looks like we have a beautiful garden out in our courtyard."

"I think the courtyard looks great and I feel like we are doing a job. The courtyard is surrounded by bugs and it's clean and it looks nice."

"I think the courtyard looks better now because the bricklayers made it look straight and nobody stepped in the "H"."

"The courtyard looks like a castle that's a big H and now it looks prettier because the bricks are around. I've learned a lot about birds and I can name some of the birds. Here they are: house finches, blue jays, robins and crows. There are squirrels and raccoons too."

Celebration:

Learning Goals:

Assessments: Teacher observation, written responses and surveys

Benchmarks/Standards:

Resources:

Contact Person: Jan Seror

Project Name: Rooting for the Rouge

Service Provided:

Subject Area: Science

Potential Course Link:

Grade: 4th

Project Description: Students learned about trees and their connection to water quality. They learned about the "Ash Borer" problem. They then researched the best location and the best trees and shrubs for the site, stenciled storm drains, helped order trees, called Miss Dig and then planted. A grove of trees was planted on school grounds to encourage infiltration of water.

Length of Project:

Planning: Students, teacher, City of Westland, Westland DPW, Chimac Nursery, John Chimac, Oldani Nursery

Action:

Reflection:

"I feel that even the little things I do can make a difference."
"I know that I will now do my fair share to help the community. It's everyone's job!"
"This was so fun! I love science!"

Celebration: newspaper, building newsletter, public address announcement, honors assembly, letter home, photographic display, video presentation

Learning Goals: To plant a grove of native trees and shrubs to encourage storm water infiltration on school grounds. Students will make connection to Rouge River water quality.

- Student will understand connection between trees, school and the Rouge.
- Students will know that trees provide rainwater absorption.
- Student will know that mulch slows flow of water and erosion.
- Students will know that storm water is a pollutant.

Assessments: pre & post testing, class discussion, personal teacher/student discussion, journal, performance, behavior/attitudes

Benchmarks/Standards:

SCI.III.5.EL3
SCI.III.5.EL.5
SCI.V.2.EL.2
SCI.V.2.EL.3
SCI.V.2.EL.4

Resources:

Contact Person: Julie Parks, P.D Graham Elementary

Project Name: Rooting for the Rouge

Service Provided: to understand the benefits of trees to the environment and humans, to carry this into common good and civic duty and to increase student decision-making

Subject: Science, Social Science, Math, Language Arts

Potential Course Link:

Grade: 4

Project Description: In the service learning model, students research site selection and select trees native to Michigan to plant a small grove on the school site. Decisions will be based on optimum results in landscaping for water quality.

Length of Project:

Planning: students, teacher, City of Westland

Action:

Reflection:

"My feelings for this tree project are that it was a fun project. I felt good cause I was helping the community and the Rouge River. The project was a lot of hard work. The planting was ok because I got dirty. I also felt pretty good because I was on tv."

"For our Rooting for the Rouge project we planted trees to benefit our community. We also went to the third grade classes to talk about the benefits of trees and I think that it was really interesting cause not only do we get to learn about trees and plant them, but the 3rd grade goes also. We took them outside to give them a chance to dig in the dirt and they also got to plant a chokecherry tree."

Celebration: newspaper, building newsletter, party, letter home, video presentation

Learning Goal: Student will interact with the environment through research, gain knowledge of three benefits and plant a grove.

Assessments: Class discussion, personal teacher/student discussion, student self-perceptive instrument, journal, portfolio, performance, grades, behavior/attitudes

Benchmarks and standards:

Language Arts:

- Research information and make judgments
- Compare and contrast information
- Prepare written and oral presentations
- Respond to expository and narrative text
- Poetry reading and writing
- Letter writing
- Communicating with the community
- Create art/music pieces

Math

- Relate fractions and decimals to concrete models
- Utilize various problem solving techniques
- Utilize standard and metric measurements
- Cost analysis

Science

- Integrate constructing and reflecting skills
- Apply knowledge of ecosystems
- Tree education in relationship to the environment and its effects on water quality
- SCI.III.5.EL.5, EL, 3

Social Science

- Integrate the five themes of geography
- Utilize business and economics perspective information
- Utilize civic responsibility
- Take ownership of the world they live in

Resources: City of Westland, Oldani Nurseries

Contact Person: M. Ernat, E Worth - Schweitzer Elementary

Project Name: Recycling Club

Service Provided: Students will better be able to understand the impact recycling has on the environment.

Subject Area: Science

Potential Course Link:

Grade: 4th

Project Description: 4th grade students developed a recycling program centered around the amount of white paper wasted and thrown away.

Length of Project:

Planning: students, teacher, Mary Vangieson, Department of Environment, Land Resource Management Division

Action:

Reflection: list things learned, share & discuss, creative writing

Celebration: recycling presentation by Department of Environment

Learning Goals:

- Student will be able to identify pros of recycling and the impact it has on the community
- Student will learn appropriate math vocabulary.
- Student will develop civic responsibility.

Assessments: class discussion, awareness training

Benchmarks/Standards: Program was tied into the science curriculum

Resources:

Contact Person: Tim Schroeter/ Nancy Chiassen - Taft-Galloway Elementary School

Project Name: Motion & Design

Service Provided: Students will be able to teach components of simple machines to the other 4th and 5th grade classes in the building using vocabulary and terms discussed throughout duration of the project.

Subject Area: Science

Potential Course Link:

Grade: 4

Project Description: Tinkham High worked with Vandenberg Elementary to construct roller coasters and work on various physical science objectives. Then Vandenberg students educated other students in 4th and 5th grade classes about physics and motion, using the roller coasters they built.

Length of Project:

Planning: Students, teacher, parapro at Tinkham, Wayne community donated bottles—Vandenberg students raised \$217 to pay for part of the celebration.

Action:

Reflection: List things learned, share & discuss, oral presentation, creative writing, taught and share with 4th and 5th grade students

"It was fun. I learned a lot and the Tinkham kids did an excellent job. I'd like to do this again next year."

"I learned about potential and kinetic energy. The Tinkham kids taught us how to build roller coasters."

"I liked that we all work as a team. The other kids were jealous and wanted to be in our class building roller coasters."

Celebration: Building newsletter, party, honors assembly, letter home, Rolling Hills park celebration

Learning Goal:

- Student will learn to work in cooperative groups.
- Student will use directions manual and learn how to follow step-by-step procedures.
- Student will understand the functions of simple machines.
- Student will create working motor.
- Student will understand terms as they are related to physical science.

Assessments: Pre and post testing, class discussion, personal teacher/student discussion, portfolio, performance, grades, behavior/attitudes

Benchmarks/Standards:

Identify and use simple machines and describe how they change effort

Manipulate simple machines and mechanical devices and explain how their parts work together

Describe or compare motions of common objects in terms of speed and direction

Explain how forces speed up, slow down, and turn.

Resources:

Contact Person: Tracy Franklin, Vandenberg Elementary

Project Name: Teaching Our Parents to Live Green

Service Provided: To educate visitors to the annual school health fair about the importance of maintaining water quality through careful monitoring of the storm drains

Subject Area: Science

Potential Course Link:

Grade: 4th

Project Description: Students engaged in the preparation of a display board and hands-on materials to educate parents about protection of storm drains. They studied the ecosystem surrounding the Rouge River and visited the lower branch to collect water samples. They had parents complete questionnaires at their booth to find out what they learned

Length of Project:

Planning: Students, teacher, receiving organization, social worker

Action:

Reflection: list things learned, share and discuss, display presentation

"I was nervous to work on the project because I never worked on it before but I was excited too"

"I enjoyed getting water samples because I didn't know how polluted the water was."

"It was cool walking down to the river and I enjoyed teaching others." **Celebration:** party

Learning Goal:

- Student will learn about the ecosystem of the local river and the impact of pollution on it.
- Student will develop strategies for educating members of the community regarding storm drains

Assessments: class discussion, attendance/promptness, performance, behavior/attitudes

During the preparation of the group project, one student recounted how she was talking with her mother during the weekend and had encouraged her mother to get their car washed at the local car wash rather than in her driveway. When I asked her what reason she gave to her mother about doing this, she said that the car wash had a way to wash the contaminated water and clean it before sending it into the sewers and that washing in the driveway would send dirt and soap into the storm sewers and directly into the river. This is one comment that stuck out in my mind but several times during work on the display, students talked of the reason for lifestyle changes to protect the river although they did not often share these insights in such a direct way with the adults in their life.

Benchmarks/Standards:

SCI.III.5.EL Describe positive and negative effects of humans on the environment

SCI.V.2.EL.3 Identify sources of drinking water

SCI.V.2.EL.4 Describe uses of water

Resources: Lowe's Lumber

Contact Person: Wendy Lyon, Lincoln

Project Name: Rooting for the Rouge

Service Provided: To educate students and family about how to protect our local water resources

Subject Area: Science

Potential Course Link:

Grade: 4th

Project Description: Students will be able to choose types and locations of trees to plant. They will also label storm drains. They will understand how trees and storm drains help to clean our community's environment. Students will communicate the information they learn to parents and other students.

Length of Project:

Planning: teachers, receiving organization

Action:

Reflection:

Celebration:

Learning Goal:

- Students will be familiar with ecosystems and how pollution can cause the deterioration of habitats for plants, aquatic life and animals
- Students will understand the difference between streams, rivers, lakes and oceans.

Assessments:

Benchmarks/Standards:

Resources:

Contact Person: Kaminski, McFadden, Sorensen - Taft-Galloway

Elementary
Social Studies

Lesson Plans



Gregory J. Baracy, Ed.D., Superintendent
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Westland, MI 48185

Project Name: TREE: Together Respecting Earth's Environment

Service Provided: Students wanted to inform the school students and their parents on the importance of planting trees for improved water quality of the Rouge River.

Subject Area: Science, Social Studies

Potential Course Link:

Grade: 4th

Project Description: The students participated in the planning, planting and maintaining of 6 trees and 8 shrubs. They researched why and how trees increase water quality, which trees would be best for our property, and learned how to plant a tree correctly.

Length of Project:

Planning: students, teacher

Action:

Reflection: list things learned, share and discuss, powerpoint show

"I have to tell you that the tree planting was the best thing I ever done. Because I've always wanted to help our environment . So did my family."

"How it felt to be a part of this project? It felt exciting, amazing, fantastic, great and cool. I learned that trees help increase water quality and will help the Rouge River."

Celebration: newspaper, party

Learning Goal:

- Student will understand the benefits of planting trees
- Student will understand the connection between the Rouge River and the water supply
- Student will understand how to correctly plant a tree.

Assessment of student performance: pre and post testing, class discussion, behavior/attitudes

Benchmarks and standards:

SCI.II.5.EL5: Describe positive and negative effects of humans on the environment.

SCI.III.5.EL.3: Describe the basic requirements for all living things to maintain their existence.

SCI.V.2.EL.2: Trace the path of rainwater follows after it falls

SCI.V.2.EL.4 Describe the uses of water

Resources: Oldani Nursery, Gordon Food Service—ice cream, Westland DPW—shovels, stakes, assistance with backhoe and digging

Contact Person: Gutt, Lincoln

Project Name: Rooting for the Rouge

Service Provided: The purpose of the service goal is to engage students in a meaningful project that will impact their lives now and in the future. The children will learn that trees, shrubs or grass will reduce the excess rainwater runoff from going into the Rouge. They will also learn that trees are valuable and need to be replaced if they are lost. The students clearly understand that they will value trees specifically and the environment in general.

Subject Area: Science, Economics, Social Studies

Potential Course Link:

Grade: 4th

Project Description: 4th grade students will select trees or bushes to plant on the Edison's school grounds and decide the optimum place for their planting to provide maximum rain run-off absorption.

Length of Project:

Planning: students, teachers, City of Westland

Action:

Reflection: list things learned, share and discuss
"When I grow up, I'm going to plant trees to help the Rouge River even more."

Celebration: spotlight, photographic display

Learning Goal:

- Student will be able to identify the best location for planting.
- Students will identify the best trees or bushes for their school's soil and location.
- Students will provide the necessary elements for the trees' survival.

Assessments: class discussion, student self-perceptive instrument

Benchmarks/Standards:

SCI.III.5.EL.5: Describe positive and negative effects of humans on the environment.
SCI.III.5.EL.3 Describe the basic requirements for all living things to maintain their existence.
SCI.V.2.EL.2 Trace the path that rainwater follows after it falls.
SCI.V.2.EL.4 Describe uses of water

Resources:

Contact Person: Muller, Edison

Project Name: Rooting for the Rouge

Service Provided: The students will label storm drains for the city. The students will plant trees to help the environment. The students will complete experiment on the land and water aquarium to learn about pollution.

Subject Area: Science, Social Studies

Potential Course Link:

Grade:

Project Description: The students will search, map and mark storm drains in the Jefferson-Barns community. The students will research Michigan trees and good locations to plant the trees on school grounds, then they will plant them. They will do all of this to help the Jefferson-Barns community. The students will also complete experiments on the land and water aquarium to see the effects of pollution.

Length of Project:

Planning: students, teacher

Action:

Reflection: list things learned, share and discuss, creative writing

Celebration: letter home, photographic display

Learning Goals:

- Student will be able to learn why storm drains are important and how they affect the community
- Student will learn how land, water plants and animals can all affect each other
- Student will learn how pollution affects their water.

Assessments: pre and post testing, class discussion, personal teacher/student discussion, journal, attendance/promptness, performance, grades, behavior/attitudes, written

Benchmarks/Standards:

- SS.LE.1.1.2.1: Explain basic ecosystem concepts and processes
- 2.2 Describe location, use and importance of different resources,
- 2.3 Describe major ecosystems, resources, and land uses of the state.

Resources:

Contact Person: Wilson/Howard - Jefferson-Barns

Elementary
Math

Lesson Plans



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Project Name: Working For Dinner

Service Provided: to purchase 3 Thanksgiving dinners for needy families

Subject Area: Social Studies, Math, Language Arts

Potential Course Link:

Grade: K

Project Description: The children will learn the value of money and of working hard to earn money. Students will learn to help others by doing extra chores at home to earn money to pool together to purchase Thanksgiving dinners for 3 families who would otherwise not have a dinner. (One dinner for each kindergarten class). The families will be selected and contacted through the Family Resource Center.

Length of Project:

Planning: students, teacher, receiving organization

Action:

Reflection: list things learned, share and discuss

"I thought it was a very good idea. One thing we never forget no matter how much we have we to remember the people who don't."

"It was a great idea. I always think I'd like to do more to help others, but don't take the time and make the plans myself. I am grateful for your planning and time to organize such a project."

"I think it was a wonderful project. I felt it made my child much more aware of other people's needs. She would like us to shelter some homeless now."

Celebration: party, letter home, letter from the Family Resource Center

Learning Goal:

- Student will acknowledge own thoughts and feelings about family traditions and holidays.
- Student will acknowledge that meals need to be paid for and that some families may not be able to afford a meal. Student will work with parents to earn extra money at home to help purchase a meal.
- Student will plan and shop for the meal.

Assessments: class discussion, journal

Benchmarks and standards:

SS.EE.IV.1.3 Identify ways families produce and consume goods and services

SS.EE.IV.5.1 Recognize economic exchanges in which they participate

SS.EE.IV 4.1 Identify examples of markets they experience

SS.EE.IV 4.2 Distinguish between producers and consumers

Resources: \$ for bus from grant, Holiday Market in Canton allowed us to shop at their store

Contact Person: Kelly Weber, PD Graham

Project Name: Bummer Summer/ Land and Sea
Services Provided: See learning goal
Subject Area: Science, math and social studies
Potential Course Link:
Grade: 4th/5th

Project Description: Students wanted to continue educating the community about our natural environment. They felt that by doing the Rouge River project that the public was not getting reached. So we did a play called "Bummer Summer" (written by Tracy Franklin). We also educated ourselves by attending the "Land and Sea" project through Michigan State University. Students from Tinkham Alternative High School also worked our students to create sets for the play and to make flyers and programs for the play.

Length of Project:

Planning: students, teacher, receiving organization

Action:

Reflection: List things learned, share and discuss, oral presentation, journal sound, smells, insights, doubts, video tape project, watch and discuss, creative writing, design a website, fish bowl discussion.

Celebration: building newsletter, public address announcement, party, honors assembly, letter home, photographic display, cable tv

Learning Goal:

- Students will become more aware of their surroundings.
- Students will receive the life skills needed to become productive, caring citizens
- Students who are at-risk will receive enriching field experiences.
- Students will realize their potential and take risks in school.

Assessment: pre and post testing, class discussion, personal teacher/student discussion, journal, attendance, portfolio, performance, grades, behavior/attitudes, career awareness

Benchmarks /Standards:

Math: Decimals B-5, B-7, B-15, Ratio and % - C-1, C-3, D-2, Time and Temperature: B-1, B-5, B-6, B-8, Graphs: B-1, B-2

Science: C-1, C-2, C4, C5, C6, C8, C10, R1, R2, R3, R6, R8, R10, LO1, LO2, LO3, LO4, LO5, LH1, LH3, LE2, LEC1, LEC2, LEC3, LEC4, LEC5

Social Studies: 2.1.2-2.1.1, 2.2.1, 2.2.2, 2.2.3

Resources: MSU grant: Land and Sea, 7-11: \$10, Community Bottle Drive, Parent volunteers

Contact Person: Tracy Franklin/ Eric Rotenheber - Vandenberg Elementary School

Elementary
English
Lesson Plans



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Project Name: Research Buddies

Service Provided: This project strengthens writing skills for both grades and helps students gain stronger skills with informative text.

Subject Area: Language Skills

Potential Course Link:

Grade: 5th

Project Description:

Research buddies was a program designed to have 5th grade students teach 2nd grade students about information text and how to find the information you want to find in the library and in books. We met once a week, and each month they had various thematic topics to learn about. The buddies did research on Native Americans, Earth Day and nature, animals, recycling and oceans and ocean life. The students created a creative research project together in their teams.

Length of Project:

Planning:

Action:

Reflection:

"I felt great about the research buddy program. I think I helped them learn to do better on reports that they will do, to take things more seriously,, and I think I helped them to work a little harder than before since we did do some tough reports before."

"I think it's a good idea because it's easy work for us. But it's hard work for them and they watch us and learn what to do. We taught them how to write papers and find out important facts and get them prepared for higher grades."

"What I think about research buddies is they're pretty good kids. They listen to what the 5th grade and teachers say. The thing I like about second grade is they're smart and good students. What I want to second graders to learn is about the ocean, animal safety and fire rules. I think the second graders could keep their brains going and don't act like a fool or act like they don't know anything."

Celebration:

Learning Goals:

Assessments: Student written projects based on various thematic topics.

Benchmarks/Standards:

Resources:

Contact Person: Lynn D'Angelo

Project Name: Reading Buddies

Service Provided: Provide reading opportunities for 3rd grade students and provide K students with buddies to read to them, to form friendships and to help them with skills.

Subject Area: Reading

Potential Course Link:

Grade: 3rd

Project Description: Third graders have reading buddies in kindergarten on alternating weeks to service both a.m. and p.m. kindergarten. They read with them, assist with projects and help the buddies “read” their KLP books.

Length of Project:

Planning: teacher

Action:

Reflection: list things learned, share & discuss

“Cheyanne doesn’t like to read so I help her. And sometimes she gets mad and throws a fit so we talk.”

“I really have a good time when I go down to the Kindergarten room. With my morning buddy we sit down and read. After we get done reading, I ask her questions about the story. After that we either do a project or go outside. If we do a project, she always wants to cut out the pieces.”

“I like when they read their little stories to me.”

Celebration: party

Learning Goals: Student will improve oral reading fluency and improve their word attack skills.

Assessments: class discussion, personal teacher/student discussion

Benchmarks/Standards: use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures and conceptual understanding, reading with developing fluency a variety of texts Identify how their own experiences influence their understanding of key ideas in literature and other texts.

Resources:

Contact Person: Judy Schott, Jefferson-Barns Elementary School

Project Name: Big Help Club

Service Provided: Students will identify target populations and consider ways to provide needed service.

Subject Area: Writing, Science

Grade: 5th

Project Description: Students meet weekly after school to plan and execute projects to improve their community. They planned fundraisers, food drives and work efforts to help elderly residents, a homeless shelter and a local soup kitchen. They also held 2 events to aid in a landscaping effort for the school.

Length of Project:

Planning: students, teacher, receiving organization

Action:

Reflection: list things learned, share and discuss

“We got to help people.”

“I like to help, the whole thing was fun.”

“I liked helping and it got me out of the house.”

Celebration: party

Learning Goal:

- Students will develop skills in letter-writing and problem-solving by identifying areas of need and actively working to address them.
- Students will learn how to collaboratively plan and execute projects to enhance the community.

Assessment: class discussion, student self-perceptive instrument

Resources: Toarmina’s Pizza, and parents provided supervision for some activities

Contact Person: Wendy Lyon, Lincoln Elementary School

Project Name: Rooting for the Rouge

Service Provided: Educate students and family about how to protect our local water resources

Subject Area: Earth Science, Writing

Potential Course Link:

Grade: 4th

Project Description: Students were educated and followed ecosystems/water quality curriculum on Rouge River. This program education took place over the duration of several weeks. Students planted a tree as a celebration and a memorial site to serve as a reminder. They decorated and painted rocks with haikus describing the environment. The rest of the funding will go towards bussing to Rolling Hills Park for outdoor education and fun.

Length of Project;

Planning: teachers, receiving organization

Action:

Reflection: list things learned, share and discuss, journal sound, smells, insights, doubts creative writing
“My mom no longer uses poisonous fertilizer. It kills animals and rain washes it into the Rouge River.”
“My family decided not to wash our car in the driveway.”
“Now we use rock solid fertilizer for our lawn because when it rains the spray fertilizer sweeps into the storm drains.”

Celebration: party, visit to a park to observe what was learned

Learning Goal:

- Students will be familiar with ecosystems and how pollution can cause the deterioration of habitats for plants, aquatic life and animals
- Students will learn syllabication and how to write haikus
- Students will understand the difference between streams, rivers, lakes and oceans.

Assessment: pre and post testing, class discussion, personal teacher/student discussion, journal, grades, behavior/attitudes

Benchmarks/Standards:

Earth Science and Life Science:

III.5, E1, E2, MS6

III.4.E2

III.2.E1, E2, E4

II.1 E2, E4, MS1

V.1 E1, E2, E3, E4, MS2

Writing

EE4.5, EE6.4

Resources: Rocks-English Gardens, Paint- Michael's, Tree, dirt, materials to plant—Onami Nursery, Celebration—Rolling Hills Park, Trinity Bus Company

Contact Person: Mary Fera, Patchin Elementary

Elementary
Miscellaneous

Lesson Plans



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Project Name: Courtyard Project

Service Provided:

Subject Area: Cross-curricular

Potential Course Link:

Grade: 4th

Project Description:

All 4th grader students at Lincoln elementary worked together to renovate the two school courtyards. One goal of the project was to give students the opportunity to utilize what they were learning in the classroom in real life situations. By doing this, students gained practical knowledge in math, science, reading, and writing. The second goal of the project was to provide opportunities for the students to work together to solve problems and thereby to improve their social skills.

The students began by taking a survey of the area to be renovated and as a group, they discussed what they wanted to accomplish in the two courtyards. Nine groups were created, of approximately 7 children each. Each group worked together to create their plans for the courtyard. Students drew pictures, estimated costs of supplies, and use the Internet for additional information.

Once they completed their plan, students wrote business letters to various organizations asking them to donate supplies for their project. Target donated \$50 and Aco Hardware sent a box of supplies for the project.

Students then worked as a group to create two final blueprints of the two courtyards. Students planned a presentation for parents, school administrators and staff. During their presentation, the students submitted their proposals for approval.

Once they began their projects in May and June, the students worked on the following projects: constructing bird houses, painting and hanging bird feeders, constructing 2 benches, building a seven-foot trellis, placing edging around tree and the two gardens, planting two small gardens, planting trees and bushes, removing stumps and roots, placing steppingstones, and planting numerous annuals and perennials. The groups also began the preliminary stages of creating a weather station. A thermometer and rain gauge were purchased. Next year, they plan to construct more weather instruments and announce the weather to the school.

Length of Project:

Planning:

Action:

Reflection: Students kept a journal about the courtyard. In these journals, students kept track of their progress, what they were learning and how they felt about the project. Final student reflections were videotaped.

Celebration:

Learning Goals:

Assessments:

Students were assessed differently in the different subject areas.

Math: The students estimated the costs of items and compared their estimates to the actual costs. Measurement was used in planning for materials and in the construction of the trellis, birdhouses, and benches.

Writing: The students wrote business letters, thank you letters, journal reflections, and presentation outlines.

Science: Students studied animal habitats and behaviors, so that they could attract animals to the courtyard. Students also participated in numerous earth science activities. Students were assessed through teacher observation and by the completion of the project.

Reading: The students had to read about the proper planting requirements for their plants and flowers. Plans were read for the constructions of the trellis, birdhouses, and benches. Research was done through the Internet to identify plants and the proper conditions needed for their growth. They completed project was the assessment.

Social skills: The growth in students' social skills was assessed by teacher observation. Through the year the students' behavior and ability to work together improved tremendously. In the beginning of the year, many of the students had difficulty working together and getting along with one another. As the year progressed and the students continued to work as a team, their social skills began to show improvement. The students had to work as a team and learn how to get along.

Benchmarks/Standards:

Resources:

Contact Person: Laura Gutt and Tonia Bertl - Lincoln Elementary

Project Name: River Rouge Ecology Project

Services Provided:

Subject Area: All subjects

Potential Course Link:

Grade: 4/5 split

Project Description: Each year, “the Friends of the Rouge” allows community schools to participate in assessing the quality of the Rouge River. We go to the river to perform tests and monitor water quality. Students identify invertebrates and do a stream survey as well. The project takes place in May, but it requires many hours of preparation before we get started. We did all of our testing at Inkster Park. During the last week of May, the high school students from Tinkham prepared ecology learning stations for each group of my students to work on. This received city recognition and we were put in the newspaper.

At the end of the year, since we are working with water, we have our celebration at the pool where kids can spend the day swimming and have a picnic lunch.

Length of Project:

Planning:

Action:

Reflection:

Celebration:

Learning Goals:

Assessments:

Benchmarks/Standards:

Resources:

Contact Person: Tracy Franklin, Vandenberg Elementary

Project Name: Arbor Day clean-up

Service Provided: to provide a worthy service to the school

Subject Area: Core democratic values: common good, life, pursuit of happiness and equality

Potential Course Link:

Grade: 5th

Project Description: The students wanted to contribute to the school-wide Arbor Day celebration. They wrote a letter asking staff members to contribute their opinion on service projects. The final project was to clean the school grounds of trash and large sticks.

Length of Project:

Planning: students, teacher, receiving organization, other (SSW)

Action:

Reflection: oral presentation

"People saw us cleaning up and they wanted to do it."

"I got a whole bag!"

Celebration: classroom announcement and recognition from peers

Learning Goal:

- Students will build teamwork and cooperation skills and learning to problem solve. Student will understand how and why a few students can make a difference.
- Student will understand how to identify need.

Assessments: pre and post testing, class discussion, behavior/attitudes

Benchmarks/Standards:

Resources: People: student group, teachers/staff; materials: trash bags

Contact Person: Jennifer McCulloch, Edison Elementary School

Project Name: Big Help Club

Service Provided: Students will become aware of service providers in their community and their responsibility for helping meet community needs

Subject Area: Writing: letters to solicit donations, thank-you letters, flyers to publicize events
Social Studies: Core Democratic Value of assessing the Common Good

Potential Course Link:

Grade: 5th

Project Description: The group has, as its mission, to meet the needs of the community surrounding the school. It had 4 large projects: 1) provide children's clothing to local shelter, 2) make and distribute Christmas gifts to neighborhood, 3) reading incentive event to encourage reading during winter break, and 4) school landscaping project

Length of Project:

Planning: students, Wayne County Family Center

Action:

Reflection: list things learned, share and discuss

Celebration: newspaper, building newsletter, honors assembly

Learning Goal:

- Students will learn to identify community needs through interviews and discussion in groups.
- Students will learn how to collaboratively plan and execute projects to enhance community.

Assessments: pre and post testing, group discussion

Benchmarks/Standards: ELA: write fluently for multiple purposes, plan and draft texts
Social Studies: citizen involvement, engage in activities intended to contribute to solving a local, state or national problem, Public discourse and decision making, identifying and analyzing issues

Resources: Toarmina's Pizza, Northside Hardware and The Family Center

Contact Person: Wendy Lyon, Lincoln Elementary School

Project Name: Faces of Hunger

Service Provided: For students to announce and promote a school-wide food drive, to sort and box the food that was collected and to deliver it to a local food bank and shelve the food once there.

Subject Area: Lifeskills, Character Education, Civic Perspective, Health and Nutrition

Potential Course Link:

Grade: 4th

Project Description: Fourth graders in my weekly lifeskills classes learned about caring and citizenship as well as nutrition through the “Faces of Hunger” project. After learning about hunger on a local and national basis, students led their school in a food drive and then delivered that food to the John Bolde Memorial Community Food Depot in Wayne, MI.

Length of Project:

Planning: students, teacher, receiving organization

Action:

Reflection: list things learned, share & discuss

Celebration: building newsletter, photographic display, video presentation and interview played

Learning Goal:

- Student will apply knowledge of the Six Pillars of Character in the community.
- Students will learn the importance of good nutrition.

Assessments: class discussion, personal teacher/student discussion, student self-perceptive instrument, portfolio

Benchmarks and standards: Applied Health Concepts, Standards I, II, III, VII

Resources: All food was donated by families of students from P.D. Graham and Edison

Contact Person: Robin Holbrook, Graham and Edison Elementary Schools

Project Name: First Step

Service Provided: Students will gain valuable leadership skills, communication skills, and increase self-esteem by being a participant as well as a facilitator.

Subject Area: Character Development

Potential Course Link:

Grade: 4th grade

Project Description: For 10 weeks, 12 5th grade students will be facilitating, in conjunction with the school social worker, Second Step violence prevention lessons in 4 second grade classrooms.

Length of Project:

Planning: students, teacher

Action:

Reflection: 1:1 reflective interview after each lesson

Celebration: party

Learning Goal: Student will increase self-esteem through cross-age peer mentoring

Assessments: personal teacher/student discussion

Benchmarks/Standards:

Resources:

Contact Person: Tim Schroeter, Taft-Galloway

Project Name: Rooting for the Rouge

Service Provided:

Subject Area: Science, Technology, Art

Potential Course Link:

Grade: 4th

Project Description: Students researched native trees of Michigan and chose 3 different types to plant. They explained the many benefits of trees in the Rouge Watershed and man's impact on the environment. Students studied erosion and land forms.

Length of Project:

Planning: teachers, student

Action:

Reflection: list things learned, share and discuss, roleplay, oral presentations, videotape project, watch and discuss, creative writing

Celebration: newspaper, party

Learning Goal: Research native trees of Michigan. Examine soil types, needs of trees and benefits of trees

Assessments: class discussion, personal teacher/ student discussion, student self-perceptive instrument, attendance/promptness, employability skills, behavior/attitudes, career awareness/exploration

Benchmarks/Standards:

Resources:

Contact Person: Walker Winter

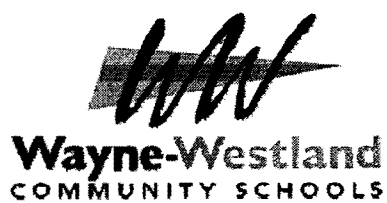
Middle School

Lesson Plans



Gregory J. Baracy, Ed.D., Superintendent
36745 Marquette
Westland, MI 48185

Middle School
Science
Lesson Plans



Gregory J. Baracy, Ed.D., Superintendent
36745 Marquette
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Project Name: **Eagle Ecologists**
Teacher: **Ann Brothers and Jay Greenberg**
School: **Adams Middle School**
Grade: **7th grade science**

Total Number of Students: 15 **Male:** 9 **Female:** 6
Number of adult staff and volunteers: 3
Hours of preparation: 5
Hours of service: 45

Project Description:

The Eagle Ecologists is an after-school group made up of 7th grade students. We cared for the animals that live at school, brought special guest speakers to the school and learned of ecosystems and the environment.

Service Goal: Supply any classroom with pets and help maintain pets to increase understanding of science. Bring in guest speakers for all 7th grade students to increase awareness of our environment

How was need for service identified? Science scores and MEAP scores

Involved in planning process: students, teacher

Curriculum subject addressed: biology and ecology.

Learning Goal:

- Student will be more likely to have a science grade of C or higher than those who do not participate in Eagle Ecologists.

Benchmarks and standards: LO 111.2 MS 1,2 3, LEC 111.5, MS 1,2,3,4,5,6

Assessment of student performance: class discussion, personal teacher/student discussion, attendance, employability skills, behavior/attitudes, and career awareness/exploration

Evaluation of project: pre & post student survey, meeting content standards, completing benchmarks, career awareness or exploration, improved attendance, improved punctuality, fewer discipline referrals

Reflection method used: list things learned, share and discuss

Celebration and recognition: building newsletter, party, photographic display

Resource Plan: Materials obtained through Premier Pet Supply and Something Fishy. Food: Toarmina's Pizza. Guest Speaker: Organization for Bat Conservation

Story that Shows the Impact of Service Learning

- One student started out the year with an E in science. Now she's passing science and earned "Most Conscientious 7th grade Science Student" award for 2002/2003 school year.
- Another student has managed to pass science ever since he entered Eagle Ecologists in the middle of the year. He is not doing as well in his other classes.
- One student earned in E in science during the first marking period. Now he has an A and earned "Most Improved 7th grade Science Student" for 2002/2003 school year.
- Another student earned an E and missed at least 1 day of school each week during first semester. He joined Eagle Ecologists in the middle of the year and is now earning a C and has not missed school in weeks.

Improving the Air We Breathe

Topic: Air Pollution

Subject/Class: Science

Grade Level/Age: Middle School (all levels)

Project Description/Overview: Students investigated air quality issues in the community by conducting air quality tests, identifying pollutants around the school and community, and researching the laws, regulations, and practices regarding air pollution. After surveying their peers about transportation-related issues, the students presented a play on environmental pollutants, created posters, and distributed information on alternatives to driving to school. Students also wrote letters to their state and local politicians encouraging them to take steps to improve air quality.

Benchmarks/GLCE addressed: N/A (New science GLCE's are in the process of being developed)

Service goals of the project:

- To increase community awareness of air quality issues
- To increase the number of people using alternative transportation in the community

Additional learning goals of the project:

- Students will increase knowledge of air quality issues
- Students will practice air quality testing procedures
- Students will increase knowledge of local and state government

Length of the project in days/hours: 10 hours of preparation and research, 5 hours of service

Number of students and adults involved: Can involve any number of students and teachers

Materials/resources needed: Equipment for testing air quality, materials for posters and other forms of information

Plan/suggestions for obtaining resources: Materials will most likely be provided by your school

Assessment Options: Air quality lab, letters to politicians and editors, posters and brochures can all be collected and evaluated. Tests and quizzes can be given on scientific info and laws related to air pollution. Reflection journals can also be kept and evaluated.

Source: *The Complete Guide to Service Learning*

Middle School
Math

Lesson Plans



Gregory J. Baracy, Ed.D., Superintendent
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Westland, MI 48185

Topic: Functional Math

Subject/Class: Math

Grade Level/Age: Middle School (all levels)

Project Description/Overview:

Middle School students combine math lessons with studies of homelessness to provide community assistance. The students learn some business math concepts of profit, loss, gross, net, discounts, taxes and so on and then apply these skills in a fundraiser to raise money to make bag lunches for a local food bank. It may be a good idea to develop a form for them to keep track of their profits and losses; even their purchases that they make.

Benchmarks/GLES addressed: N.MR.08.07, N.MR.08.08, N.MR.08.09

Service goals of the project : For the students to create partnerships among the community food wholesalers, potential donors and the food bank.

Additional learning goals of the project : For the students to understand the basics of business math.

Length of the project in days/hours: Unit study of business math and then a week of the fundraiser.

Number of students and adults involved: All classes and teacher

Materials/resources needed: A fundraiser idea to raise funds for the lunch bags. We would also need food to fill them.

Plan/suggestions for obtaining resources: Work with local food wholesalers to donate bags and/or food if possible.

Assessment Options: Final Unit Test on the business math portion.

Topic: Tax Season!

Subject/Class: Math

Grade Level/Age: Middle School (all levels)

Project Description/Overview:

Tax season can be a troubling time for low-income households, senior citizens, or even disabled populations. In conjunction with a local office of the IRS or a professional organization of CPAs, students could organize tax clinics at a local community center. Have students review former tax documents in class and practice using computer programs before setting up the clinic.

Benchmarks/GLES addressed:

N.MR.08.07, N.MR.08.08, N.MR.08.09, N.FL.07.07, N.FL.07.08, N.FL.07.09, N.FL.06.12, N.FL.06.13, N.FL.06.14

Service goals of the project: To provide a service to the community during tax season.

Additional learning goals of the project: For students to learn more about the professions involved with taxes and accounting. Students can become more familiar with the math procedures involved with filing taxes and filling out the many different types of federal, state and local forms.

Length of the project in days/hours: Tax season; Jan-April

Number of students and adults involved: All classes and teacher. Aides would also be helpful during this project.

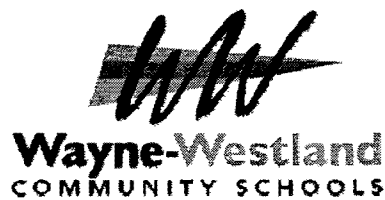
Materials/resources needed: Tax forms to practice with in class, local community center, paper for signs, computers.

Plan/suggestions for obtaining resources: Make some contacts to local businesses that file taxes to see if they would be willing to volunteer their time.

Assessment Options: Test on tax unit; students could be assessed on filing out the forms correctly.

Community contact #

Middle School
Math & Science
Lesson Plans



Gregory J. Baracy, Ed.D., Superintendent
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Westland, MI 48185

**Service Learning
Beautify our School**

Topic: Gardening/ Graphing

Subject/Class: Science and Math

Grade Level/Age: Middle School (all levels)

Project Description/Overview: Teacher may read aloud essays from *Down to Earth: Garden Secrets! Garden Stories! Garden Projects You Can Do!* This may bring on some motivation for the students and generate some ideas among the group. Students will be doing some planting in the courtyards at school and charting observations of plant growth and change and calculate expected time of growth.

Benchmarks/GLCE addressed : D.AN.08.02, LEC III.5

Service goals of the project : For students to take pride in the beautification of their school.

Additional learning goals of the project : For students to learn how to care for the plants and chart their growth and progress.

Length of the project in days/hours: Check plants once a week for growth; project may last a few months

Number of students and adults involved: 32 students and 1 teacher

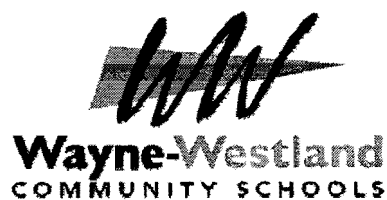
Materials/resources needed: Gardening tools, soil, plants or seeds, water, measuring tape, graph chart paper, markers.

Plan/suggestions for obtaining resources: Try to get donations from local nurseries for the soil and plants/seeds.

Assessment Options:

Doing some practice with graphing and reviewing the growth of the plants over a period of time. What type of graph would they use to record this data?

Middle School
History/Social Studies
Lesson Plans



Gregory J. Baracy, Ed.D., Superintendent
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“I Thought My Soul Would Rise Up and Fly”

Topic: Civil War Reconstruction

Subject/Class: U.S. History

Grade Level/Age: 8th grade

Project Description/Overview: Students read a piece of historical fiction, *“I Thought My Soul Would Rise and Fly”*: *The Diary of Patsy, A Freed Slave Girl* by Joyce Hansen. Students discussed the roles of racism, prejudice, and stereotypes during Civil War Reconstruction. In order to teach other participating classes, students wrote, produced, directed and acted in a skit based upon the book.

Benchmarks/GLCE’s addressed: N/A (New social studies GLCE’s are in the process of being developed)

Service goals of the project: To increase understanding of and enthusiasm for U.S. History in the both the students who performed the play, and those who watched it.

Additional learning goals of the project: To increase student knowledge of the Reconstruction Era.

Length of the project in days/hours: 28 hours of preparation, 4 hours of service.

Number of students and adults involved: 28 students / 2 adults

Materials/resources needed: student copies of the book, food for celebration

Plan/suggestions for obtaining resources: School had copies of the books, or they could be borrowed from other schools in the district. A local restaurant can donate the food, you can apply for a mini-grant, or a short fundraiser can be held.

Assessment Options: Assessment was based on four factors: participation, reflection, project and self-evaluation.

Contact: Jill Henry-Peters and Rebecca Ingersoll (Stevenson Middle School)

World's Fair

Topic: World Cultures/Diversity

Subject/Class: World Cultures

Grade Level/Age: 7th grade

Project Description/Overview: As the culminating project of their 7th grade social studies class, students will hold a fair for other interested classes in the school on world cultures and the importance of respecting diversity. Students in teams of two will design a presentation that creatively portrays the most important features of the world culture they have chosen. Presentations and activities on diversity and tolerance will be part of the celebration.

Benchmarks/GLCE's addressed: N/A (New social studies GLCE's are in the process of being developed)

Service goals of the project: To increase knowledge of and respect for other cultures, and to increase cultural awareness and understanding between diverse groups of students within the school community.

Additional learning goals of the project: To increase student knowledge of world cultures, and to develop students' oral presentation skills and confidence.

Length of the project in days/hours: The material presented during the school year provides the knowledge base. In addition students will need 10 hours to prepare their projects, and the fair can go on during class for 2-3 days to give as many classes as possible the chance to visit.

Number of students and adults involved: 28 students/1 teacher (additional people can be recruited to help with the fair, such as parents, counselors, and student teachers)

Materials/resources needed: Students will provide most of the materials for their displays. A large room such as the library will need to be used for the fair.

Plan/suggestions for obtaining resources: Additional materials can be provided by the school, by a fundraiser, through donations from local businesses or by a mini-grant

Assessment Options: Presentations will be assessed according to a rubric. Students who view the presentations can be surveyed on their opinions of the various presentations as well. Students can also keep reflection journals.

New Kid Handbook

Topic: School Community/New student adjustment

Subject/Class: Social Studies

Grade Level/Age: Middle School – All levels

Project Description/Overview: Students decided that the middle school's formal student handbook was not properly addressing the concerns of new students entering the school. Using the formal handbook as a guide to ensure accuracy of the new handbook, students brainstormed topics that would be of importance to a new student, decided amongst themselves who would fill the roles of writers, typists, interviewers, artists and researchers, and worked together to complete the task. The guidance department now distributes the new handbook to all incoming students.

Benchmarks/GLCE's addressed: N/A (New social studies GLCE's are in the process of being developed)

Service goals of the project: To help new students adjust by providing them with a kid friendly handbook.

Additional learning goals of the project: Students will improve their knowledge of the school and its policies and procedures, as well as improving their writing, investigating, and illustrating skills.

Length of the project in days/hours: 15 hours

Number of students and adults involved: 28 students/1 teacher

Materials/resources needed: Computers, paper, copies of the new handbook, food for a handbook release party

Plan/suggestions for obtaining resources: The school will provide most of the resources, and printing should be able to be done through the same means as the 1st edition of the handbook. A local restaurant might provide food.

Assessment Options: Students can be evaluated on their participation, on their entries in a reflection journal, and any other reflection pieces (surveys, etc) as well as on their final product.

Source: Adapted from "Community Lessons: Integrating Service-Learning Into K-12 Curriculum," 2001, Massachusetts Department of Education, Massachusetts Service Alliance, and Learn and Serve America.

Middle School
English
Lesson Plans



Gregory J. Baracy, Ed.D., Superintendent
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Project Name: Children's Literature
Teacher: Tara Cooper/ Cori Lockman, student teacher
School: Adams Middle School
Grade: 7th grade Communication Arts

Total Number of Students: 43 **Male:** 22 **Female:** 21
Number of adult staff and volunteers: 6
Hours of preparation per student: 15
Hours of service per student: 5

Project Description:

7th grade students planned, wrote and illustrated children's books. We then visited three second grade classes and a kindergarten class at Elliot and Lincoln. The 7th graders worked in pairs or individually per their own choosing.

Service Goal: This project will serve to build confidence in lower-level students, make students aware of themselves as viable members of the community who can impact change, and also benefit the younger students through this interaction.

How was need for service identified? Teacher

Involved in planning process: , students, teacher, receiving organization, administration

Curriculum subject addressed: Communication Arts

Learning Goal:

- Students will understand voice, audience and perspective in writing.
- Students will learn to plan and target their writing toward a very specific audience.
- Students will reflect on their process through class discussion and think/pair/share activities.

Benchmarks and standards:

(All Middle School ELA) 1.3, 2.2, 2.3, 2.4, 3.3, 3.5, 4.1, 6.2, 6.3, 7.4, 8.4, 12.1, 12.3

Assessment of student performance: pre & post testing, class discussion, personal teacher/student discussion, student self-perceptive instrument, attendance, performance, grades, and behavior/attitudes

Evaluation of project: pre & post student survey, meeting content standards, completing benchmarks, improved attendance, improved punctuality, fewer discipline referrals, fewer detentions

Reflection method used: List things learned, share and discuss, WWW and WWR

Celebration and recognition: building newsletter, public address announcement, and party

Resource Plan: No outside agency provided discounts, services or supplies for this project.

\$125 Blank books for writing stories, \$53 art supplies, \$30 celebration

Student Quotes:

"This experience was new and different and it's something I'd like to try again."

"It seemed like those kids really looked up to us, so I felt like I had to act better. They were so little."

"We really had to be creative in our writing in order to keep their attention. I was frustrated when they weren't paying attention. I guess I know what it's like to be a teacher."

Story that illustrates the impact of service-learning

Student attendance was way up during this project, especially on the days that we did the service. After the field trips, I had several students asking me, "Can I come to your class?" during hours when they weren't in my class.

One student, who is particularly shy and reserved, had an interesting experience while interacting with kindergarten students. One of the kindergartners told him very frankly, "Your story stinks." Normally, this student responds very poorly to any negative comments. However, he responded very positively to the younger student, asking, "Why does it stink?" and then discussing it further. He reported this incident to the class during a reflection period and laughed about it. He also came up with ways he could have targeted his story better for younger students.

Project Name: Kindergarten Outreach
Teacher: Jennifer Kaske
School: Adams Middle School
Grade: 8th grade Special Education, Communication Arts

Total Number of Students: 26
Number of adult staff and volunteers: 3
Hours of preparation: 5
Hours of service: 24

Project Description:

8th grade students will plan and teach a language arts lesson to a small group of kindergarten students. The lessons will also include integration of science, social studies or math.

Receiving Organization: Elliot Elementary and Lincoln Elementary

Service Goal: 8th graders will provide a positive learning environment for the kindergartners, including exposure to a variety of children's literature.

How was need for service identified? Students in both age groups need outside social interaction. I felt that the kindergartners needed to experience another source of positive role models and the 8th graders needed a confidence builder, especially in the area of reading.

Involved in planning process: students, teacher

Curriculum subject addressed: English

Learning Goal:

- Students will learn how to choose age-appropriate literature,
- Students will learn to integrate other subjects within language arts
- Students will communicate ideas to younger children

Benchmarks and standards:

2.3, 3.1, 3.2, 3.3, 3.4, 10.2, 12.1

Assessment of student performance: pre and post testing, class discussion, personal teacher/student discussion, student self-perceptive instrument, journal, performance, grades, behavior/attitudes, career awareness

Evaluation of project: pre and post student survey, meeting content standards, career awareness or exploration character traits, students' confidence and self-perception

Reflection method used: List things learned, share and discuss, oral presentation

Celebration and recognition: building newsletter, party, and awards

Resource Plan

District bus, Lynn Malinoff, Johnnye Summerville, Mary Daly, Lorri Macdonald, Carolyn Pearson, paper, books (school library), crayons, markers, paints, \$ for lunch, awards, party supplies

Project Name: **Read With Me**
Teacher: **Jennifer Trapari**
School: **Marshall Middle School**
Grade: **8th**
Subject: **English Language Arts, Social Studies**

Total Number of Students: 20 **Male:** 10 **Female:** 10
Number of adult staff and volunteers: 2
Hours of preparation: 2/student
Hours of service: 6/student
Receiving Organization: Dyer Center, Mary Browe; Friendship Center, Barbara Mecklenburg
20 senior citizens

Project Description:

8th graders wrote back and forth to senior citizens about a Holocaust-related book. Students chose from the 23 books about the Holocaust and World War II. I dropped copies of the books they have chosen to the senior center, where the seniors chose books they wanted to read. Students wrote a letter introducing themselves to their partners and discussing a little about the book. The students and seniors wrote back and forth in notebooks that go back and forth between the seniors and the students throughout the course of the project.

Resource Plan: The Dyer Center provided a bus, food and entertainment at our gathering.

Service Goal: to combat stereotypes of teenagers and the elderly and to establish new relationships between middle school students and the elderly.

How was need for service identified? By 8th grade teacher. I noticed that many students were not writing to the best of their abilities when they were only writing for me.

Involved in planning process: Teacher, receiving organization

Learning Goal:

- Student will experience increased motivation in the areas of reading and writing.
- Student will improve writing as a result of having an authentic audience.

Benchmarks and standards:

CS1, BM 1, 2, 3, 4
CS2, BM 1, 2, 4
CS3, BM 3, 4, 8
CS5 BM 1, 2, 3, 4, 5
CS 9, BM 1, 2
CS 10 BM 1, 2, 3

Assessment of student performance: class discussion, personal teacher/student discussion, grades, behavior/attitudes, student letters to seniors

Evaluation of project: pre & post student survey, meeting content standards, completing benchmarks

Reflection method used: list things learned, share & discuss, PMI (plus, minus, improvements)

Celebration and recognition: party

Student Quotes:

"In our hearts we are all fourteen."—senior

"I liked meeting new people, finding out about what they thought about the Holocaust, and reading books and finding out what really happened."

"Don't worry that you are not really a writer. You're doing fine. Just take time to write your thoughts." From a senior to an 8th grader.

Story that Illustrates the Impact of Service-Learning

When a student in another class got word of our trip to Harry Potter, he wanted to go until he found out we were going with the seniors. Then he said, "Oh, you have to hang out with old people," to which a student involved in the program said, "Old people are cool."

Read to Me

Topic: Literacy

Subject/Class: English / Language Arts

Grade Level/Age: Middle School (all levels)

Project Description/Overview: Students were paired by their teachers with 2 kindergarteners to serve as literacy mentors. During their 8th grade ELA class students chose books appropriate for their partners and designed lesson plans including an anticipatory set and comprehension questions. Once a week students walked to Wildwood elementary school to read to their partners and work with them on literacy activities.

At the end of the year students wrote and designed a children's book and presented it to their partners during a special celebration lunch.

Benchmarks/GLES addressed:

R.WS.06.01-05	R.WS.07.01-05	R.WS.08.01-05
R.NT.06.02	R.CM.07.01	R.MT.08.01-02
R.NT.06.04	R.MT.07.01-02	R.AT.08.01
R.CM.06.01	R.AT.06.01	W.GN.08.01
R.CM.06.03	W.GN.07.01	W.PR.08.01
R.MT.06.01-02	W.PR.07.01	W.PR.08.03-05
R.AT.06.01	W.PR.07.03	W.PS.08.01
W.GN.06.01	W.PR.07.05	S.CN.08.01-03
W.PR.06.01	W.PS.07.01	S.DS.08.03-04
W.PR.06.03	W.GR.07.01	
W.PR.06.05	S.CN.07.01	
W.PS.06.01	S.CN.07.03	
S.CN.06.01-02	S.DS.07.03	
S.DS.06.01	S.DS.07.04	
S.DS.06.04	L.RP.07.02	
L.RP.06.03-04	L.RP.07.03	

Service goals of the project:

- To provide emerging readers with one on one (or two) support of their literacy skills
- To create relationships between middle school students and elementary students

Additional learning goals of the project:

- Students will become more competent readers as they increase their focus on reading comprehension.
- Students will explore the genre of Children's Literature.
- Students will gain cooperative learning skills such as active listening.
- Student will become more competent and comfortable with reading as they serve as literacy mentors

Length of the project in days/hours: Students were introduced to the service learning model over three one hour class periods. Two class periods were spent choosing a children's book and designing the initial lesson plan. After the first one hour meeting, students spent one half hour in class a week choosing a book and designing their lesson plans, one hour was spent reading to their partner (includes walking back and forth to Wildwood) and one half hour was spent reflecting on how their lesson went. All together we spent about 2 hours a week on the project for 10 weeks. Twenty five hours total including preparation time.

Number of students and adults involved: 1 middle school teacher, 2 kindergarten teachers, 25 8th graders, 50 kindergarteners

Materials/resources needed: This project could easily be done for free. The only things we used were a digital camera to take pictures of the kindergarteners to give to the 8th graders so they would know who to look for when they first met and to document the meetings (we shared the pictures over email with each other and with parents during PTC) name tags, copy paper and other art supplies to design the children's books, access to a library of children's books, and money for an end of the year celebration, although I could have charged the kids a few dollars for lunch.

Plan/suggestions for obtaining resources: Your school will most likely provide all of the resources needed for this project.

Assessment Options: Lesson plans, reflection journals, children's books were all collected and evaluated.

Contact #: Jennifer Trapani (VM: 6291, email: jstovel@wwcsd.net)

World War II/Holocaust Literacy Project

Topic: Literacy

Subject/Class: English / Language Arts

Grade Level/Age: Middle School (all levels)

Project Description/Overview: Students corresponded with senior citizens about Holocaust related books. Students chose from a selection of Holocaust and World War II related literature. Seniors chose from the same selection of books. Students and seniors who chose the same titles become partners. Participants wrote a letter introducing themselves and discussing their book, and agreed together on a schedule for reading the book by the project end date. Topics for letters can be student driven, or can incorporate teacher chosen topics incorporating necessary Grade Level Content Expectations. Students and seniors wrote back and forth in notebooks throughout the project, and met for a celebration at the conclusion of the project.

Benchmarks/GLCE's addressed:

Content Standards/Benchmarks: CS 1; BM 1, 2, 3, 4
CS 2; BM 1, 2, 4
CS 3; BM 3, 4, 8
CS 5; BM 1, 2, 3, 4, 5
CS 9; BM 1, 2
CS 10; BM 1, 2, 3

GLCE's: R.NT.06.02 R.NT.06.03 R.NT.06.04 R.NT.07.04 R.CM.06.01 R.CM.06.03 R.AT.06.01 W.PR.06.03 W.PS.06.01 W.HW.06.01 W.AT.06.01 S.DS.06.01 S.DS.06.03	R.NT.07.01 R.NT.07.03 R.NT.08.03 R.CM.07.01 R.CM.07.03 R.MT.07.01 R.MT.07.02 R.CS.07.01 R.AT.07.01 W.PR.07.03 W.PS.07.01 S.DS.07.01 S.DS.07.03	R.NT.08.01 R.NT.08.02 R.NT.08.04 R.CM.08.01 R.CM.08.03 R.CM.08.04 R.CS.08.01 R.AT.08.01 W.PS.08.01 W.HW.08.01 W.AT.08.01 S.DS.08.01 S.DS.08.03
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Service goals of the project:

- To increase literacy throughout the community
- To create relationships between middle school students and the elderly, therefore combating stereotypes of the two groups

Additional learning goals of the project:

- Students will experience increased motivation in the areas of reading and writing.
- As a result of having an authentic audience, students will improve writing skills

Length of the project in days/hours: Two hours of in-class preparation, 6 hours of in-class service. Project was approximately one month in duration.

Number of students and adults involved: 20 students, 20 seniors

Materials/resources needed: Copies of Holocaust/WWII related novels – 2 each
Bus to transport students and/or seniors for celebration
Food for celebration

Plan/suggestions for obtaining resources: Mini grant, fundraising for books (candy sale, bake sale, book sale) students
can walk to senior center if possible

Assessment Options: letters to seniors, weekly journal reflections, projects and quizzes over books

Community contact #: Mary Browe – Dyer Senior Center 419-2020

Neighborhood Heroes

Topic: Heroes

Subject/Class: English / Language Arts

Grade Level/Age: Middle School

Project Description/Overview:

Students wanted to honor the local heroes who had a positive impact on their community. To prepare, the youths took a bus tour of their neighborhood, heard folk stories retold by local residents, and wrote their own stories. The students then interviewed local heroes and compiled those interviews into a book. They honored the local heroes at an awards banquet and gave readings of the book at their school. The book was donated to a local resource center.

To reflect on their work, each student wrote an essay on why we need heroes and also an evaluation of the project. The class celebrated their success with a gathering that included community-building activities and food from their cultural heritages.

GLCE's addressed:

W.GN.06.03	W.GN.07.03	W.GN.08.03
W.PR.06.01-05	W.PR.07.01-05	W.PR.08.01-05
W.PS.06.01	W.PS.06.01	W.PS.08.01
W.GR.06.01	W.GR.07.01	W.GR.08.01
S.CN.06.01	S.CN.07.01	S.CN.08.01
S.CN.06.03	S.CN.07.03	S.CN.08.02
S.DS.06.01	S.DS.07.01	S.CN.08.03
L.CN.06.01-02	L.CN.07.01-02	S.DS.08.01
L.RP.06.01-04	L.RP.07.03-4	L.CN.08.01-2
	L.RP.07.06	L.RP.08.01
		L.RP.08.03-04
		L.RP.08.06

Service goals of the project:

- To increase cultural awareness and pride throughout the community
- To increase literacy throughout the community
- To improve relationships between middle school students and community members

Additional learning goals of the project:

- Students will experience increased motivation in the areas of reading and writing.
- As a result of having an “authentic audience” students will improve writing skills
- Students will explore their own cultural heritage and the heritage of those in their community
- Students will reflect on the nature and importance of heroes
- Students will know the characteristics of the genre of folk tale

Length of the project in days/hours: 4 hours preparation time (introduce to service learning model, prepare questions for heroes), 8 hours of service time

Number of students and adults involved: 50 students, 1 teacher, 10-20 local residents

Materials/resources needed: transportation for bus tour, materials to create books, place to have a celebration gathering, food.

Plan/suggestions for obtaining resources: Donations from local businesses, mini-grant for bus ride (or take a walking tour of the neighborhood instead!)

Assessment Options: interview notes, final copies of interviews, essay on why we need heroes, reflection, and project evaluations can all be collected and evaluated

Source: The National Youth Leadership Council

Middle School
Miscellaneous

Lesson Plans



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Project Name: **Read To Me**
Teacher: **Jennifer Stovel**
School: **Marshall Middle School**
Grade: **8th**

Total Number of Students: 27 **Male:** 13 **Female:** 14
Number of adult staff and volunteers: 3
Hours of preparation: 7
Hours of service: 5

Project Description:

8th grade students were paired with kindergartners from Wildwood Elementary to serve as literacy mentors

Receiving Organization: 39 kindergartners at Wildwood Elementary

Contact Person: Amy Root

Service Goal: to provide the recipients with a positive, motivational role model in the area of reading

How was need for service identified? Teacher identified.

Involved in planning process: teacher, receiving organization

Curriculum subject addressed: English/language arts

Learning Goal: Student will report when surveyed that they enjoy reading and perceive themselves to be good readers. Student reading outside of school will increase by an average of one hour per week.

Benchmarks and standards:

1.1: Use reading for multiple purposes such as enjoyment, clarifying information and learning complex procedures

7.3: Reflect on their own literacy, set learning goals and evaluate their progress.

Assessment of student performance: personal teacher/student discussion, journal, and behavior/attitudes

Evaluation of project: Parent survey, pre and post student survey

Reflection method used: list things learned, share and discuss, journal sound, smells, insights, doubts, etc

Celebration and recognition: newspaper, party

Student Quotes:

- "I learned that I can make a difference, help others and not be selfish."
- "I liked watching their faces when reading the books, and I liked reliving kindergarten."
- "I loved the whole experience of the Wildwood field trips."
- "I learned that kids just learning need time to learn. I also learned that kids love to talk to others about themselves and that I like kids a lot. Maybe I could be a teacher."
- "I liked the way when we got there how they would run over and grab their partner's hand and take you to where they were sitting."
- "I learned how to control my anger, how to be patient and how to read better."
- "I loved that they liked being with all of us."
- "I learned how to be a role model and not do bad things in front of them."
- "I loved the kids' anticipation of me coming there, and taking the kindergartners future reading ability into our hands."

Project Name: **Celebration Table/ Beehive Painting**
Teacher: **April Dobbs**
School: **Marshall Middle School**
Grade: **7th and 8th grade**

Celebration Table

Total Number of Students: 49 **Male:** 21 **Female:** 28
Number of adult staff and volunteers: 5
Hours of preparation: 3
Hours of service: 6

Project Description:

Construct a ceramic tiled table for the school's media center, make 4' square tiles with raised designs using the theme "It's a Wonderful Life" from the song by Louis Armstrong

The grant class chose the ceramic tile table project in order to recycle an available physical therapy table into a piece of furniture that they could leave as a legacy for their school. The first semester class had designed tiles with the theme from the song "It's a Wonderful World" and this second semester art class wanted to do something similar. We measured the table and decided that 4' square tiles would work the best because they would coordinate with the pre-fired tiles that the 7th grade class had already decorated last year. The second semester grant class had a lot of the same students and they decided to make more decorated pre-fired tiles too.

Beehive Painting

Total Number of Students: 4
Number of adult staff and volunteers: 2
Hours of preparation: 3
Hours of service: 4

Project Description:

We wanted to do a community decoration project at the Beehive Restaurant. On a chilly April 2nd, four design winners from the grant class painted the windows at the restaurant and ate dinner—courtesy of the Beehive. Pictures were displayed in the hallway showcase and many students and parents visited our artwork.

Service Goal: Represent the pride, optimism, and solidarity of our student body, to foster a spirit of cooperation and pride among our students and to contribute to the visual beauty of our newly renovated building

How was need for service identified? Since 9/11 there is a need by individuals to belong to and feel the security of the larger community. Class of 30 8th graders, 3 of whom are handicapped and wanted to contribute a lasting beautification of their school.

Involved in planning process: students, teacher

Curriculum subject addressed: Math—proportion and enlargement, and Art—role of public art in politics and popular culture

Learning Goal:

- Students will be made aware of the role of Art in influencing and uniting groups in culture.
- Students will contribute to the beautification of their building.
- Students will have the opportunity to view artwork at Cranbrook Institute.

Benchmarks and standards:

To appreciate the role of art in cultural expression

To experience the organizational and logistical challenges of producing a group project.

Compare the characteristics of work in 2 or more forms that share similar subject matter or cultural context.

Assessment of student performance: pre and post testing, class discussion, art evaluation

Evaluation of project: pre and post student survey, meeting content standards, completing benchmarks, tiles appropriate to theme

Reflection method used: problem solving

Celebration and recognition: photographic display, beautification and legacy to school

Resource Plan: Input and consultation from my daughter who teaches at UofM and HFCC—on tile work
Special Education department—table was a discarded exercise table.

Student Quotes:

“This experience was new and different and it’s something I’d like to try again.”

“It seemed like those kids really looked up to us, so I felt like I had to act better. They were so little.”

“We really had to be creative in our writing in order to keep their attention. I was frustrated when they weren’t paying attention. I guess I know what it’s like to be a teacher.”

Project Name: **8th Grade Mentors**
Teacher: **Joan Murray**
School: **Stevenson Middle School**
Grade: **8th**

Total Number of Students: 37 **Male:** 15 **Female:** 22
Number of adult staff and volunteers: 1
Hours of preparation: 8
Hours of service: 18

Project Description:

8th grade students were paired up with the incoming 6th grade students to help the 6th grade students with the challenges of middle school. The mentoring 8th grade students helped the 6th grade students with organizational and study skills, as well as reinforcing basic reading, math and writing skills.

Service Goal: The 8th grade mentoring students will develop a stronger sense of responsibility and connectedness to their school and fellow schoolmates in a learning/teaching environment

How was need for service identified? Stevenson M.S. did a survey of students, staff and parents of their perceptions of Stevenson in the spring of 2001. This survey revealed that a large percentage of 8th graders did not feel connected to Stevenson M.S.

Involved in planning process: students, teacher

Curriculum subject addressed: reading, math, and writing

Learning Goal:

- Student will learn the SQ3R study strategy to teach the 6th grade students to use in comprehending informational text.
- 8th grade students will also teach 6th graders pre-writing strategies.

Benchmarks and standards: 2.1: write fluently for multiple purposes

2.5 Select appropriate strategies to construct meaning while reading

Assessment of student performance: pre and post testing, journal

Evaluation of project: pre and post student survey

Reflection method used: list things learned, share and discuss, journal sound, smells, insights, doubts, etc.

Celebration and recognition: field trip to the IMAX

Student Quotes:

"It let me reach someone and to help"

"I was able to help my 6th grade buddy by helping them get information on teachers and helping them open their lockers."

"I told my buddy how the homework just keeps getting harder so he should pay attention in class and do the homework."

"Something I liked is that I think I made a new friend. Also I feel like I helped out people that maybe needed it."

Story which demonstrates the impact of service-learning:

Some of the 8th graders commented that having a buddy made them realize it was nicer to give help than just to worry only about themselves.

High School

Lesson Plans



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High School
English
Lesson Plans



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Project Name: Literacy Corps

Service Provided: Tutoring for at-risk elementary students

Subject Area: English

Potential Course Link: Improved Reading Skills

Grade: 9-12

Project Description: Students will participate in a six-week training program prior to tutoring the elementary students. Students will be trained in teaching reading, elements of literacy, Orton-Gillingham phonics, lesson planning, multi-sensory teaching, and questioning techniques. Eventually, after the training is completed, high school students will travel to the elementary school three days per week (for 45 minutes) to tutor. The other two days are spent planning and reflecting.

Length of Project: One semester

Planning: Each week the students plan their own lesson (specific to “tutee’s learning needs)

Action: Tutoring

Reflection: Journal entries, reflection essay each week (reflecting on that week’s tutoring)

Celebration: Building newsletter, party, photographic display

Learning Goals:

Students will improve their literacy skills through teaching others.

Students will develop a greater sense of passion for reading/writing/learning.

Students will become life-long learners.

Assessments: Pre and post testing, class discussion, journal, attendance and performance, portfolio, reflection essays

Benchmarks/Standards:

Strand I, Benchmark 1: Use reading for multiple purposes

Strand I, Benchmark 2: Read with developing fluency

Strand I, Benchmark 3: Construct meaning, CS2

Strand I, Benchmark 1: Writing fluently for multiple purposes

Strand I, CS2, Benchmark 3: Plan, draft, revise, and edit texts

Strand I, CS3, Benchmark 1: Combine all communication skills to relate aspects of life in various situations

Strand I, CS3, Benchmark 3

Strand I, CS3, Benchmark 4

Strand I, CS3, Benchmark 6

Strand II, CS4, Benchmark 1
Strand II, CS4, Benchmark 2
Strand III, CS 5, Benchmark 3
Strand IV, CS 6, Benchmark 1
Strand IV, CS 6, Benchmark 2
Strand V, CS 7 Benchmark 1
Strand V, CS 7 Benchmark 2
Strand V, CS 7 Benchmark 3
Strand V, CS 7 Benchmark 4
Strand VI, CS 8, Benchmark 1
Strand VII, CS 9, Benchmark 2
Strand VIII, CS 10, Benchmark 2
Strand IX, CS 11, Benchmark 1
Strand IX, CS 11, Benchmark 3
Strand X, CS 12, Benchmark 3
Strand X, CS 12, Benchmark 4

Resources: Orton-Gillingham phonics, Literacy Corps training manual, Recipe for Reading. Contact the Reading and Language Center (RLAC) for further resources (1-800-READ-211, info@rlac.com, www.rlac.com).

Contact person: Jennifer Martin, Tinkham

Project Name: Teaching Shakespeare through Reader's Theater

Service Provided: Teaching Younger Students

Subject Area: English

Potential Course Link: Lit/Co 9

Grade: 9

Project Description: Students will plan lessons on *Romeo and Juliet* to be taught in the middle school. Students will work in small groups to plan their own lesson. Groups will plan and execute an anticipatory set, a closure, and a reader's theater performance of a scene from the play as well as develop and produce all materials needed for the lesson including programs, props, handouts, etc. Students will translate a scene from *Romeo and Juliet* and tailor their lesson to be age appropriate.

Length of Project: 1-2 weeks

Planning: Student planning in groups.

Action: Student presentations of their lessons at the middle school.

Reflection: Compose a self-evaluation of lesson plan and presentation. Compose a process of change paper on how their understanding/enjoyment of *Romeo and Juliet* changed throughout the service learning project.

Celebration: Cast party

Learning Goals: Students will gain a greater understanding of the play, students will understand the parts of a lesson plan, students will be able to write their own lesson plans, students will improve oral communication skills.

Assessments: Scenes from play, self-evaluation, process of change paper.

Benchmarks/Standards: C.S. 3.1, 2, 3, 4, 5, 6, 7, 8, C. S. 5.1, 2, 3, 4, 5, C. S. 6. 1, 2, 3, 4, C. S. 7. 1, 2, 3, 4,

Resources: *Romeo and Juliet*

Contact person: Cynthia Dietz & Gina Strand, WMHS

Project Name: Bully Team

Service Provided: Teaching Younger Students

Subject Area: English

Potential Course Link: Lit/Co 10

Grade: 10

Project Description: After reading “Words Will Never Hurt Me,” students will create a play to present to elementary students on bullying. This two-day service project will teach elementary students how to handle putdowns.

Length of Project: 2-3 weeks

Planning: Read text, plan play.

Action: Present play, discuss topic with younger students.

Reflection: Reflection essay on what was learned on the topic, how the presentations and discussions went at the elementary school.

Celebration: Pizza party with high school students and elementary students

Learning Goals: Students will read and understand text, students will have a greater understanding of bullying and its effects, students will create and perform skits

Assessments: Class discussions, reflection essay, skits

Benchmarks/Standards: C.S. 3.1, 2, 3, 4, 5, 6, 7, 8, C. S. 5.1, 2, 3, 4, 5, C. S. 6. 1, 2, 3, 4, C. S. 7. 1, 2, 3, 4,

Resources: “Words Will Never Hurt Me,” Bullying texts, *The Ophelia Project* website, various internet resources

Contact person: Wendy Grimm, JGHS

Project Name: Choose Respect—Teens Teaching Teens

Service Provided: Teaching about teen issues

Subject Area: English, homeroom, life skills

Potential Course Link: Any English course

Grade: 9-12

Project Description: Students will research the issues facing teenagers in today's world. They then will identify, by collecting data, what the top three issues are, and create a video for district-wide distribution. The video will dramatize these issues and will include a learning component about what teens can do to lessen the problem.

Length of Project: 3 weeks

Planning: Survey teens for issues of concern

Action: Administer survey, collect data, brainstorm ideas, create video

Reflection: Reflection essay on processes

Celebration: Pizza party

Learning Goals: Survey creation

Assessments: Reflection essay, class discussion

Benchmarks/Standards: (English) C.S. 3.1, 2, 3, 4, 5, 6, 7, 8, C. S. 5.1, 2, 3, 4, 5, C. S. 6. 1, 2, 3, 4, C. S. 7. 1, 2, 3, 4,

Resources: Internet resources

Contact person: Reese/Danic, John Glenn High School

Project Name: Stand Up for What's Right

Service Provided: Students will create skits dealing with ethical dilemmas and perform them for other classes. A class discussion will follow where students will make decisions about right actions.

Subject Area: English

Potential Course Link: Lit/Co 10

Grade: 10

Project Description: After reading Shakespeare's *Hamlet*, students will discuss Hamlet's dilemma between action and inaction. Students will brainstorm ethical dilemmas in their lives and create skits based on these situations, choices made, and consequences of these choices.

Length of Project: 1-2 weeks

Planning: Read *Hamlet*, discuss ethical dilemmas

Action: Plan skit with group, perform skit with group, videotape skits, discuss with group

Reflection: Compose a five paragraph essay on experience

Celebration: Cast party and watch video of skits

Learning Goals: Students will understand ethical dilemmas. Students will improve public speaking skills. Students will analyze and problem solve in their lives.

Assessments: Class discussion, skit, essay

Benchmarks/Standards: 9: 1, 2, 3/ 10: 1, 2, 3

Resources: *Hamlet*

Contact person: Jennifer Martin

Project Name: High School Survival Guide

Service Provided: High school survival guides will be created by veteran ninth graders and sent to incoming freshman through a pen pal network.

Subject Area: English

Potential Course Link: Lit/Co 9

Grade: 9

Project Description: Students will create (individually or in groups) high school survival guides (length and specifications up to individual teachers)

Length of Project: 2-3 weeks

Planning: Set up pen pal network with middle school teacher. Both grades will send letter to other grade explaining their fears/experiences.

Action: Ninth grade students will create survival guides and send to middle school students. Middle school students will send letter back with feedback and/or questions.

Reflection: Ninth grade students will compose essays reflecting on their experience.

Celebration: Pizza party with both grades together.

Learning Goals: Students will improve their communication skills in both speech and writing

Assessments: Letter, survival guide, reflection essay

Benchmarks/Standards: C. S. 2: 1, 2, 3, 4 C. S. 9: 1, 2, 3 C. S. 10: 2, 3

Resources: Internet resources

Contact person: Elena Garcia, JGHS

Project Name: Servicing Our Community through Reading

Service Provided: Cross-age tutoring at Stottlemeyer

Subject Area: English, reading, writing

Potential Course Link: Improved reading

Grade: 9-12

Project Description: Students will research age-appropriate books and obtain them. Students will create lesson plans for their books using categories such as: objective, procedure, and project evaluation. Students will create a project to go along with their book, and questions to ask the younger students.

Length of Project: Variable

Planning: Students will research age-appropriate books, select and read the book of their choice, and then plan a lesson around that book including a project and a set of questions.

Action: Students will read the book with a younger student and implement their lesson.

Reflection: Reflection essay about the experience, 5 paragraphs

Celebration: Celebration will take place on day of lesson, with younger students involved. Snacks will be provided.

Learning Goals: Students will learn how to select age appropriate

Assessments:

Benchmarks/Standards: C. S. 1.1, 1.2, 1.3, 1.4, 1.5/ C. S. 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8/
C. S. 5.1, 5.2, 5.3, 5.4, 5.5/ C. S. 6.1, 6.2, 6.3, 6.4/ C. S. 7.1, 7.2, 7.3, 7.4/ C. S. 10.1, 10.2, 10.3/
C. S. 12.1, 12.2, 12.3, 12.4, 12.5

Resources: Children's books, literacy strategies

Contact person: Christine Kelly, John Glenn High School

Project Name: Literary Magazine

Service Provided: Showcase for student work

Subject Area: English, or other

Potential Course Link: Creative Writing

Grade: 9-12

Project Description: Students will submit pieces of their writing for a publication in a student magazine

Length of Project: semester long

Planning: Students will plan what they are to write

Action: Write, submit, proofread, edit, rewrite, etc.

Reflection: Students will write about their own writing

Celebration: Students will receive a bound copy of student work

Learning Goals: Students will work on creative writing, proofread and edit their own work, rewrite, reflect on their own writing

Assessments: Number of pieces accepted into the student magazine

Benchmarks/Standards: C. S. 2: 1, 2, 3, 4, C. S. 3: 1, 2, 3, 4

Resources: *Writer's Handbook*

Contact person: Jennifer Martin, Tinkham

Project Name: Connect to and Heal your World

Service Provided: Provide help and support globally

Subject Area: English

Potential Course Link: Lit/Co 10

Grade: 10

Project Description: As part of the nonfiction unit, the students read about various human tragedies. The students often feel powerless to help in these worldwide conflicts. To prove to them that the very fact that they can write gives them power, have them go to the Amnesty International website or woman4woman site to participate in a letter writing campaign. Then when they finish their letter they can search the website to learn about what is going on in the world.

Length of Project: 1 hour

Planning: The students need to learn about what is going on in the world. The students need to search the websites and decide what letter writing campaigns to participate in.

Action: The students compose their letters and either mail or email them.

Reflection: The students do a reflection on the assignment in their portfolios.

Celebration: They will receive certificates of appreciation from their teacher. They will also receive thank you acknowledgements from the organization

Learning Goals: To appreciate the power of writing, to improve writing skills, to learn about world events

Assessments: Rubric, portfolio, class discussion

Benchmarks/Standards: 9: 1, 2, 3/ 10: 1, 2, 3

Resources: Video: *Hotel Rwanda*, Lit/Co 10 textbook, websites

Contact person: Elena Garcia, JGHS

Project Name: Domestic Violence Awareness

Service Provided: To raise money and obtain supplies for battered women's shelter

Subject Area: Women's Studies (English)

Potential Course Link: Women's Studies

Grade: 9-12

Project Description: Students will obtain donations via a student-led bake sale at parent teacher conferences. This money will be used to purchase toiletries and supplies needed for a local battered women's shelter. A speaker will come out from the shelter to speak to the class about dating/domestic violence and obtain the donations.

Length of Project: One week

Planning: Students will plan, organize, and work at the bake sale. Selected students will be chosen to shop for necessary supplies.

Action: Working at bake sale

Reflection: Five paragraph essay reflecting on the experience

Celebration: Women's Studies movie party

Learning Goals: Students will understand the magnitude of the problem of dating/domestic violence, they will become more civically engaged, they will understand that they can help lessen problems around them, spread awareness about dating/domestic violence

Assessments: Essay

Benchmarks/Standards: C. S. 2: 1, 2, 3, 4 C. S. 9: 1, 2, 3 C. S. 10: 2, 3

Resources: First Step, Plymouth, MI

Contact person: Jennifer Martin, Tinkham

High School
Math

Lesson Plans



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Project Name: Math Quilt Project

Service Provided: Quilts can be donated to nursing homes or hospitals

Subject Area: Mathematics

Potential Course Link: Geometry (Transformations and Tessellations)

Grade: 9-12

Project Description: Students are to create a tessellation or pattern on graph paper including at least two shapes and three transformations. The pattern should also contain symmetry of some kind. The students will then transfer their patterns and tessellation onto foam squares with scrape material and pins. Finally, the patterns of material will be sewn together and all the students squares will be sewn together to make a quilt. One pick of material will be sewn on the back and cotton or other soft material can be put in the middle. The students need to do a paper on what they created and how it related to the chapter on Transformations. If the class is very large then group the students' squares and make more than one quilt.

Length of Project: It will take about 1-2 weeks. It does not need to take the whole class period. It can be done a little everyday.

Planning: The students will need graph paper and colored pencils. They will need to have a good understanding of the topics of transformations, symmetry, and tessellations/patterns. Reviewing these topics before the project is a good way to start. Also, each student will need scrap materials and a square foam piece. Depending on how big the quilt is going to be will depend on how big each square foam piece is, and how many students are in the class. Someone will need to sewn the pieces together and the full quilt.

Action: The students will need to draw their pattern/tessellation on graph paper using different colors and shapes to meet the criteria. Then they will have to cut out their different shapes and put them in their pattern on a piece of square foam using pins. Finally, the pins will be removed and the pieces will be sewn together to make the students' squares. Then all the squares will be put together to make a quilt.

Reflection: The paper will be a good reflection tool for the students to understand what they have learned and how they were able to use that knowledge to create a quilt.

Celebration: The class can go to the nursing home or hospital and present the quilt as a class and share all their different ideas with the recipient. Then the class can see the good that they have created and shared. Afterwards the class can go out to lunch or order in pizza to celebrate their accomplishment.

Learning Goals: The students should have a understanding of transformation that can be done on different figures. They should also understand tessellations and patterns. Finally, they also have a good understanding of symmetry.

Assessments: The students will be assessed on the pattern or tessellation that they created and on the paper they write at the end of the project. In the paper they will have to describe how they used the topics of transformations, symmetry, and tessellations/patterns.

Benchmarks/Standards: This project is in Strand II for Geometry and includes the following: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7

Resources: Graph paper, color pencils, scrap materials, foam squares, thread, and pins.

Contact Person: Lisa Flohr, Tinkham

Project Name: Quarters for Caring

Service Provided: Donation to a non-profit organization

Subject Area: Math, science, history

Potential Course Link: Could be adapted to any

Grade: 9-12

Project Description: Students will plan, discuss, and collect money to make a donation to a non-profit organization. Students will determine a method to collect the contributions and contact an organization to make the contribution.

Length of Project: Can vary

Planning: Students will research and select an organization in need, choose a method for raising funds

Action: Raise awareness for cause, raise funds

Reflection: List things learned, share and discuss, fish bowl discussion

Celebration: Building newsletter, public address announcement, photographic display

Learning Goals: Students will be able to understand and work on contributing to a non-profit organization for global relief.

Assessments: Class discussion, personal teacher/ student discussion, student self-perceptive instrument, performance assessment, behavior/attitudes, career awareness/exploration

Benchmarks/Standards: Math: Statistical data analysis strand III, Benchmark 1, 3, 4, 5
Science: SCI.II.IH.S.3/ SCI.II.I H.S.5/ SCI.II.I.H.S.6/SCI.IV.4.H.S.3

Resources: Internet resources

Contact person: Linda Fiema, JGHS

Project Name: Let's Design a Play

Service Provided: Design the set, lighting and sound design, for the school play

Subject Area: Math

Potential Course Link: Upper level math

Grade: 11-12

Project Description: Math students will design the set, light plot, and sound design for the school play

Length of Project: Varies

Planning: Collaborate with the drama teacher about what she needs and then plan the design

Action: Draw up blueprints and give to drama department

Reflection: Journal, portfolio, discussion with class and drama students

Celebration: Come to the play and the cast party—recognition in the play program

Learning Goals: Collaboration with others in math and cross-curricularly, apply math skills to the real world, understand that math is relevant to the outside world

Assessments: Successful practical application of designs

Benchmarks/Standards: 9: 1, 2, 3/ 10: 1, 2, 3

Resources: Collaboration with drama department

Contact person: Elena Garcia, JGHS

Project Name: Doctor Math

Service Provided: Math tutoring for elementary students

Subject Area: Math

Potential Course Link: Any math

Grade: 9-12

Project Description: High school students will learn math strategies so that they may tutor elementary students in math.

Length of Project: One semester

Planning: Lesson plans in math for elementary students.

Action: One-on-one tutoring

Reflection: Weekly reflection essay

Celebration: Honors assembly, pizza party for all students at the end of the semester. Awards presented to the students at the completion of the program.

Learning Goals: Students will develop depth of understanding of operations and skills to teach younger children, students will learn appropriate math vocabulary, students will develop a sense of civic responsibility, improvement of basic math skills for high school students.

Assessments: Reflection Essays, performance assessments, class discussions

Benchmarks/Standards: I. C. S. 1.1, 1.2, 1.3, 1.4, 1.5, IV C. S. 1, 2, 3, 4, IV C. S. 2.1, 2.2, 2.3, 2.4, 2.5

Resources: Internet/elementary and high school math texts

Contact person: Lynn Malinoff, Tinkham

Project Name: Budget, Budget, Who's Got the Budget?

Service Provided: Students will contact local nonprofit agencies to expand their understanding of their roles in the community and share this information with their classmates

Subject Area: Math, ELA, Philanthropy, U.S. History

Potential Course Link: Math, 9 and 10

Grade: 9 and 10

Project Description: Students will interview the director of a foundation or nonprofit to learn more about services offered. They will share this information with their classmates. Students will also study the agency's annual report to learn about budgets.

Length of Project: 2-3 weeks

Planning: Students research and interview

Action: Interviewing, analyze interview transcripts, obtain reports

Reflection: List things learned, share and discuss, oral presentation

Celebration: Class party

Learning Goals: Students will become knowledgeable of philanthropy and nonprofit agencies, focusing on their annual reports to relate to budgets

Assessments: Class discussion, journals

Benchmarks/Standards: ELA: C. S. 12.1, 12.2, 12.3, 12.4, 12.5/ Social Studies IV: C. S. 1.1, 2, 3/ C. S. 3.1, 2, 3, 4, 5, C. S. 4.1, 2, 3, 4, 5, VII: C. S. 1.1, 2

Resources: Internet resources, Learning to Give website, nonprofit annual reports

Contact person: Linda Fiema, JGHS

Project Name: Give a Child a Christmas

Service Provided: Community Service and Engagement

Subject Area: Math and English

Potential Course Link: Consumer's Math, English electives

Grade: 9-12

Project Description: Through bottle drives, donations, volunteerism, students provide a holiday celebration for a family in need.

Length of Project: 3-4 weeks

Planning: Students should plan how money will be obtained. They should plan what will be purchased with this money. A family needs to be adopted.

Action: Collect money, budget, plan for purchases.

Reflection: Compose letters to family, reflect on project.

Celebration: Pizza party

Learning Goals: Students will understand needs assessment, students will learn the value of organization, students will research and find an applicable organization, students will organize a holiday celebration.

Assessments: Reflection essay, mathematical data

Benchmarks/Standards: ELA: C. S. 3.2, 3.3, 3.4/ C. S. 10.2, C.S. 11.1, 11.3/ Math: III C. S. 1.1, 3.4

Resources: Contact the Family Resource Center about adopting a family in need.

Contact person: Lynn Malinoff, Tinkham

Project Name: Basketball tournament project fundraiser

Service Provided: Raise funds for service-learning projects

Subject Area: Math, Social Studies

Potential Course Link: Homeroom, Physical Education, Math, or a coordinated short unit among several courses. For example, P.E. classes can outline the game rules, math classes can collect the money and create a project budget, history classes can examine sports history and language arts classes can write letters to gather donations and attract media coverage of the event.

Grade: Can be adapted to K-12

Project Description: Students will organize a pay-to-play tournament. They will gather money from participants and seek sponsorship from local businesses. The proceeds will fund service-learning projects.

Length of Project: 3-4 weeks

Planning: Students will write letters to local businesses to attract sponsors, assign student participants to teams and find a location for the tournament in the weeks before the event.

Action: Students will hold the basketball tournament.

Reflection: Students will write reflection essays about the process.

Celebration: Students will present prizes to the tournament participants.

Learning Goals: In addition to the content-specific goals (writing, non-profit funding, P.E. team sports, sports history and letter-writing), students will also identify the importance of civic participation to benefit the community.

Assessments: In addition to content-specific assessments, students will create portfolios with pictures and other reflection materials.

Benchmarks/Standards: Strand VII Standard 1.2, others will vary depending on content areas involved

Resources: Internet, including <http://www.madison.k12.ky.us/district/projects/WebQuest/MarchMadness/mmwebquest.html> and other sources

Contact person: Diane Cook, Tinkham

High School
Science

Lesson Plans



Gregory J. Baracy, Ed.D., Superintendent
36745 Marquette
Westland, MI 48185

Project Name: Ecology Day

Service Provided: Elementary students learn ecology concepts from high school students.

Subject Area: Biology/Ecology

Potential Course Link: Biology/Ecology

Grade: 10-12

Project Description: High school students in cooperative learning groups master a concept in ecology then prepare and teach a lesson to groups of elementary students. The lesson is taught at a local park and includes an outdoor activity.

Length of Project: approximately 5-6 days

Planning: Student groups research their concept, plan their activity (which may be pre-selected by the teacher in cooperation with the elementary teacher), prepare their presentation (a presentation board may be helpful), and rehearse their presentation and activity in front of the high school class.

Action: High school students present the concept to the elementary students, supervise the activity, and lead a reflection discussion about the lesson.

Reflection: Teacher led discussion and written reflection on the day following Ecology Day.

Celebration: Lunch and games with the elementary students at the park.

Learning Goals: Students will master required concepts in ecology portion of the Biology curriculum. Students will gain a greater appreciation of the natural world. Students will improve cooperation skills. Students will improve communication skills. Students will improve time management skills.

Assessments: Students are evaluated by the teacher and other students during rehearsal presentations. Students are evaluated by the teacher during presentations on Ecology Day. Students are evaluated on a written assessment at the end of the ecology unit in Biology class.

Benchmarks: SCI.I.1.HS.5

SCI.II.1.HS.6

III.V.HS.1

III.V.HS.2

III.V.HS.3

III.V.HS.4

III.V.HS.5

III.V.HS.6

Resources: High school biology text. High school environmental science text. *Project WILD* K-12 Activity Guide. Internet.

Contact Person: Ken VanDerworp x2436

Project Name: Motion Mentors

Service Provided: Elementary students learn Newton's laws of motion from high school students.

Subject Area: Physics

Potential Course Link: Physics

Grade: 11-12

Project Description: High school students in cooperative learning groups master a concept related to motion then prepare and teach a lesson to groups of elementary students. The lessons may be indoor or outdoors (it may be convenient to combine the celebration day and the lesson day at a local park).

Length of Project: approximately 5-6 days

Planning: Student groups research their concept, plan their activity, prepare their presentation (a presentation board may be helpful), and rehearse their presentation and activity in front of the high school class.

Action: High school students present the concept to the elementary students, supervise the activity, and lead a reflection discussion about the lesson.

Reflection: Teacher led discussion and written reflection on the day following the lessons.

Celebration: Lunch and games at a local park with the elementary class.

Learning Goals: Students will gain a deeper understanding of Newton's laws of motion and associated concepts. Students will improve cooperation skills. Students will improve communication skills. Students will improve time management skills.

Assessments: Students are evaluated by the teacher and other students during rehearsal presentations. Students are evaluated by the teacher during presentations to elementary students.

Benchmarks: SCI.I.1.HS.1

SCI.I.1.HS.2

SCI.I.1.HS.4

SCI.I.1.HS.5

SCI.II.1.HS.1

SCI.II.1.HS.3

Resources: High school physics or science 9 text. Internet.

Contact Person: Ken VanDerworp x2436

Project Name: Cross-Curriculum Environment Experience at the Park

Service Provided: Elementary students experience a day of learning about the environment in a variety of subject areas.

Subject Area: Biology/Ecology, Language Arts, Social Studies, Math, Art, etc.

Potential Course Link: See Subject Area

Grade: 9-12

Project Description: High school students in cooperative learning groups from any or all of the above subject areas master a concept and develop an interactive learning activity related to the environment. The learning activities are then conducted in stations at a local park.

Length of Project: approximately 5-6 days

Planning: One teacher must assume the role of lead teacher. The lead teacher is responsible for coordination among the various high school teachers as well as with the elementary teacher. Student groups research their concept, plan their activity (which may be pre-selected by the teachers in accordance with the needs of the elementary teacher), prepare their presentation (a presentation board may be helpful), and rehearse their presentation and activity in front of the high school class(es). Following critiques, students revise their activities/presentations.

Action: Elementary students in groups rotate through stations run by high school students at a local park (a covered area should be reserved). The high school students present the respective concepts to the elementary students, supervise the activities, and lead reflection discussions about the activities.

Reflection: Teacher led discussion and written reflection on the day following the Environment Experience.

Celebration: A pizza party with the elementary students during which reflections are shared.

Learning Goals: Students will deepen their knowledge of the respective concepts they teach. Students will gain a greater appreciation of the natural world. Students will improve cooperation skills. Students will improve communication skills. Students will improve time management skills.

Assessments: Students are critiqued by the teacher(s) and other students during rehearsal presentations. Students are evaluated by the teacher(s) during presentations to elementary students. Feedback should also be solicited from the elementary students.

Benchmarks: SCI.I.1.HS.5 Note: Only the science benchmarks are listed.
 SCI.II.1.HS.6
 III.V.HS.1

III.V.HS.2
III.V.HS.3
III.V.HS.4
III.V.HS.5
III.V.HS.6

Resources: Respective texts. *Project WILD* K-12 Activity Guide. Internet.

Contact Person: Ken VanDerworp x2436

Project Name: Elementary Evolution

Service Provided: Elementary students learn evolution concepts from high school students.

Subject Area: Biology

Potential Course Link: Biology

Grade: 10

Project Description: High school students in cooperative learning groups master a concept about evolution then prepare and teach a series of lessons to groups of elementary students.

Length of Project: approximately 2 weeks

Planning: Student groups research their concept, plan their lessons (which should be pre-selected by the teacher in cooperation with the elementary teacher), prepare their presentations (presentation boards may be helpful), and rehearse their presentations in front of the high school class. A field trip to the Natural History Museum in Ann Arbor should also be planned. High school students should be coached in leading elementary students through the museum and completing an activity designed by the teachers (If possible, the teachers should visit the museum in advance and prepare an activity).

Action: Over a period of 2-3 days, high school students present their lessons to the elementary students. Both high school and elementary students go on the field trip together. The high school students lead elementary student groups through the museum and assist them in completing the evolution activity. On the day after the field trip, high school students lead discussion groups with the elementary students prior to the celebration.

Reflection: Teacher led discussion after each visit to the elementary school. Written reflection at the completion of Elementary Evolution.

Celebration: A pizza party after the post-field trip discussion sessions. During the party, both elementary and high school students share reflections.

Learning Goals: Students will master required concepts in the evolution portion of the Biology curriculum. Students will improve cooperation skills. Students will improve communication skills. Students will improve time management skills.

Assessments: Students are evaluated by the teacher and other students during rehearsal presentations. Students are evaluated by the teachers during presentations at the elementary school. Students are evaluated on a written assessment at the end of the evolution unit in Biology class.

Benchmarks: SC.I.1.HS.5
SCI.II.1.HS.4
SCI.II.1.HS.6

SCI.II.1.HS.7
SCI.III.4.HS.1
SCI.III.4.HS.2

Resources: High school biology text. Natural History Museum, Ann Arbor. Internet.

Contact Person: Ken VanDerworp x2436

Project Name: Water Quality Monitoring

Service Provided: Rouge River water quality is sampled and data is provided to a monitoring agency.

Subject Area: Chemistry (alternate Biology)

Potential Course Link: Science 9 (Biology)

Grade: 9 (10)

Project Description: Students learn basic chemistry (biology) concepts and apply them to water quality testing of the Rouge River through participation in the Rouge Education Project.

Length of Project: approximately 2 weeks

Planning: Students are taught basic chemistry concepts, including pH, gas laws, etc. (ecology and biology concepts, including nutrient cycles, pH homeostasis, eutrophication, etc.). Students practice performing water quality tests.

Action: Students collect water samples from the Rouge River, perform water quality tests on samples, analyze data, and submit data to the Rouge Education Project.

Reflection: Teacher led discussion and written reflection.

Celebration: Lunch party.

Learning Goals: Students will master basic chemistry (ecology and biology) concepts.

Assessments: Students are evaluated on a written assessment at the end of the chemistry (ecology) unit in Science 9 (Biology) class.

Benchmarks: SCI.I.1.HS.1	Biology:	Science 9:
SCI.I.1.HS.2	SCI.III.1.HS.1	SCI.IV.2.HS.1
SCI.I.1.HS.3	SCI.III.1.HS.4	SCI.IV.2.HS.2
SCI.I.1.HS.4	SCI.III.5.HS.1	SCI.IV.2.HS.4
SCI.I.1.HS.5	SCI.III.5.HS.2	SCI.V.1.HS.4
SCI.II.1.HS.5	SCI.III.5.HS.4	SCI.V.2.HS.1
SCI.II.1.HS.6	SCI.III.5.HS.5	SCI.V.2.HS.2
	SCI.III.5.HS.6	

Resources: Science 9 text (Biology text). Rouge Education Project.

Contact Person: Ken VanDerworp x2436

Project Name: Friends of the Rouge

Service Provided: Community water testing

Subject Area: Science

Potential Course Link: Biology, Science 9

Grade: 9-12

Project Description: Students monitor and report results to Friends of the Rouge

Length of Project: 1 week

Planning: Learn about water testing

Action: Test water

Reflection: Discussion/ reflection essay

Celebration: Pizza party

Learning Goals: Students will learn importance and purpose of water testing, students will learn how to test water, interpret and communicate results

Assessments: Unit test on water testing, communication of test results

Benchmarks/Standards: C I. 1, 2, 3, 4, 5, 6/ R II. 1, 2

Resources: Rooting for the Rouge materials

Contact person: Ken VanDerworp, Tinkham Alternative High School

Project Name: Blood Drive

Service Provided: Civic Engagement

Subject Area: Science

Potential Course Link: Biology

Grade: 10

Project Description: Students will plan a community-wide blood drive partnering with the Red Cross.

Length of Project: One week

Planning: Communication with the Red Cross, raise awareness within school about need, advertise throughout the community for blood drive, plan and organize blood drive.

Action: Communicate, create advertisements, run blood drive, etc.

Reflection: Reflect on success of blood drive, what could have been done differently, etc. in a five paragraph essay.

Celebration: Pizza party for volunteers and participants.

Learning Goals: Students will improve level of civic engagement, students will understand that science affects their lives.

Assessments: Reflection essay

Benchmarks/Standards: (C) I. 1.1, I. 1.5/ ® 11.1, 11.3

Resources: Red Cross contact person

Contact person: Ken Vanderworp, Tinkham

Middle School
Social Studies
Lesson Plans



Gregory J. Baracy, Ed.D., Superintendent
36745 Marquette
Westland, MI 48185

Project Name: Discrimination, Prejudice, and Stereotypes

Service Provided: Teaching Younger Students (Middle School Students)

Subject Area: Social Studies

Potential Course Link: Social Studies: Contemporary Issues

Grade: 11

Project Description: High school students read current literature on discrimination and racism in America. Short stories read in class will be used to generate ideas and discussion on the topics. Students will create presentations touching on topics including gender discrimination, sexual harassment, interracial dating, judging others on appearance, dress, etc. The students present their skits to middle school students. Middle school students can do the same as a companion project.

Length of Project: Two weeks

Planning: Contact middle school and find a class to pair with. Read and discuss texts. Create skits/presentations.

Action: Present skits to middle school.

Reflection: Reflection essay on performance, reflect on what was learned, compose letters to middle school students about what was learned, etc.

Celebration: Pizza party with both classes

Learning Goals: Students will have a greater understanding of prejudice and discrimination, students will improve their oral communication skills, students will embrace the theme of tolerance and acceptance.

Assessments: Skit, reflection essay

Benchmarks/Standards: Strand I.3/ Strand III.2/ Strand VI.1, 2/ Strand VII.1

Resources: Texts on bullying, internet resources

Contact person: Emalie Wegener, WMHS

Project Name: History Quilt

Service Provided: School beautification, Community beautification or donation to a homeless/domestic violence shelter depending on needs assessment

Subject Area: Social Studies

Potential Course Link: American History

Grade: 10

Project Description: Each student in the class will create one quilt square that illustrates a concept from an historical unit, i.e. farm tools and railroad cars would be part of a westward expansion unit. The squares will then be sewn together to create a large quilt. The quilt can be used in a shelter or an exhibit in a museum or library.

Length of Project: 2-3 weeks

Planning: Students will contact community organizations to determine who they will receive the quilt. Students will then study the concepts of an historical unit and design/create the quilt. They may also request donated fabrics from local businesses.

Action: Students will meet with the benefactor and donate the quilt, possibly at a luncheon.

Reflection: Students will write reflection pieces about the experience for possible publication in the school's magazine, website, or other news source. They may also present the quilt to the School Board or other community group.

Celebration: Students will attend the community luncheon and present their reflection pieces in this setting.

Learning Goals: The student will be able to identify concepts of a given historical unit, analyze the meaning of those concepts, and the role a craft may play in historical preservation. Students will also develop active citizenship skills and make a positive contribution to the community.

Assessments: Student portfolios, presentations and written exams will assess the students' progress.

Benchmarks/Standards: Strand VII Standard 1.2, Strand I Standard 1.3, Strand I Standard 2.3, Strand VII Standard 1.2

Resources: Quilters, internet including

http://news.nationalgeographic.com/news/2004/02/0205_040205_slavequilts.html, and other sources

Contact person: Diane Cook, Tinkham

Project Name: Tutoring Program

Service Provided: Mentorship/tutoring to elementary students in the community

Subject Area: Social Studies, but can be adapted to other content areas

Potential Course Link: Can be adapted depending on community need

Grade: 9-12

Project Description: Students will develop proficiency in the Core Democratic Values (if the project is conducted through an American History course) and identify elementary-level story books that illustrate these concepts. Students will design lesson plans to reinforce these concepts when they tutor elementary students.

Length of Project: Up to an entire semester

Planning: Students will identify given content-area concepts and develop lesson plans geared toward the tutees' grade level. Students will gather instructional resources and examine teaching methods.

Action: Students will tutor elementary students.

Reflection: Students will write reflections throughout the process and collect submissions in a portfolio.

Celebration: Students will present certificates to tutees upon completion of the project. Students will also receive certificates upon completion of the project.

Learning Goals: Students will reinforce content-specific concepts. Students will also identify the importance of community-building for the common good.

Assessments: Content-specific exams, portfolios, tutee pre and post tests

Benchmarks/Standards: Strand VII Standard 1.2, others will vary depending on content area

Resources: Internet, elementary/secondary curriculum, age-appropriate trade books

Contact person: Diane Cook

Project Name: Butterfly Garden

Service Provided: School/community beautification

Subject Area: Social studies; can be adapted as a cross-curricular unit with Science

Potential Course Link: World Geography

Grade: 7-12

Project Description: Students will study the migratory patterns of various butterflies of the region. They will map the routes and investigate the proper plants to attract butterflies. Students will design and install a garden.

Length of Project: 3 weeks

Planning: Students will complete research on gardening, global climatic patterns and local flora. Students will locate a place, design the garden, notify the media, seek funding sources and donations.

Action: Students will install a garden and develop a maintenance plan.

Reflection: Students will revisit the garden and write reflection pieces about the process.

Celebration: Students will hold a groundbreaking ceremony at the garden installation.

Learning Goals: Students will identify the physical features of a given place, the climate of the region and be able to create maps that illustrate this knowledge. Students will also examine the benefits and drawbacks of particular choices when creating a budget and the impact these decisions will have on the project outcomes. Students will also identify local ecosystems and examine potential threats to the ecosystems.

Assessments: In addition to content-specific exams, students will collect written reflections and pictures in a portfolio.

Benchmarks/Standards: Strand II Standard 1.1, Strand II Standard 2.1, Strand II Standard 2.2, Strand II Standard 3.1, Strand II Standard 3.2, Strand II Standard 4.2, Strand II Standard 4.3, Strand II Standard 5.2, Strand VII Standard 1.2

Resources: <http://nationalzoo.si.edu/Animals/Invertebrates/News/monarchmigration.cfm>

Contact person: Diane Cook, Tinkham

High School
Miscellaneous

Lesson Plans



Gregory J. Baracy, Ed.D., Superintendent
36745 Marquette
Westland, MI 48185

Project Name: Jar Wars

Service Provided: Services/charities can vary

Subject Area: Any

Potential Course Link: Homeroom, social studies, etc.

Grade: 9-12

Project Description: The goal is to raise money for student selected charity. Pennies count for one point; all silver change (or paper money) count against your total. For example, a dime is worth 10 negative points. Students will want to place pennies in their class's jar and silver/paper money in the jars of other classes. The class with the most positive points at the end of the time allotted is declared the winner. Once money is collected, students plan, budget, and possibly purchase items for their selected charity (or determine how money will be used).

Length of Project: Varies

Planning: Classes will select charity. Students will plan how money will be spent/donated.

Action: Students will promote Jar Wars throughout the school and participate in the project.

Reflection: Students will reflect on the project before, during, and after by composing essays.

Celebration: Pizza party for winning team.

Learning Goals: Team building, camaraderie, civic engagement

Assessments: Reflection, class discussion

Benchmarks/Standards: Social Studies: I. 2.1, 2.3, III. 1, 2, 3, 4, 5, V 1, VII 1, 2

Resources: Internet resources on charities

Contact person: Tinkham Alternative High School staff

Project Name: Book Wars

Service Provided: Obtaining books for the Red Wagon project

Subject Area: Any

Potential Course Link: Various

Grade: 9-12

Project Description: Classes compete to gather used and new children's books to donate to the Red Wagon Project.

Length of Project: 3-4 weeks

Planning: Students will research and select appropriate texts

Action: Raise money and awareness of need

Reflection: Essay on how to obtain texts, reflection essay on experiences

Celebration: Pizza party for winning class

Learning Goals: Increase civic engagement, raise awareness of importance of reading, increase knowledge of children's books

Assessments: Reflection essay

Benchmarks/Standards: I. 2.1, 2.3/ III 1, 2, 3, 4, 5/ V 1/ VII 1, 2

Resources: Children's books, bibliography, internet, library resources

Contact person: Diane Cook, Tinkham

Project Name: High School Mentors

Service Provided: Mentoring new students

Subject Area: All

Potential Course Link: Homeroom, Civics, etc.

Grade: 10-12

Project Description: Upperclassmen will serve as mentors to in-coming students. The mentors will develop a stronger sense of responsibility and connectedness to the school and new students will become more easily acclimated to the teaching/learning environment. Mentors will assist new students with organizational and study skills, basic reading, math, and writing skills.

Length of Project: Semester-long, year-long (adaptable)

Planning: Train mentors in project objectives, pair them with “mentees”

Action: Set up a schedule to meet with their “mentees,” meet with them on a weekly basis (for example)

Reflection: List things learned, share and discuss, journals

Celebration: Field trip to the IMAX

Learning Goals: Students will learn SQ3R study strategy to teach the younger students to use in comprehending informational texts, upperclassmen will teach prewriting strategies, older students will develop a stronger sense of civic engagement, younger students will develop a sense of connection with the school.

Assessments: Pre and post surveys

Benchmarks/Standards: 2.1: write fluently and for multiple purposes, 2.5: select appropriate strategies to construct meaning while reading

Contact person: Lynn Malinoff, Tinkham

Project Name: Chemo Caps

Service Provided: Individuals living with cancer and experiencing chemo therapy will receive a chemo cap to wear during their treatment.

Subject Area: Basic Clothing/Apparel Construction

Potential Course Link: Apparel Construction

Grade: 9-12

Project Description: Students will design and sew fleece caps based on a pattern provided by the instructor. The caps will then be donated to a local hospital for children who are living with cancer.

Length of Project: 1 week

Planning: Students will need previous knowledge of the sewing machine and basic apparel construction techniques. The students will then identify a local hospital that will receive the caps.

Action: Students will host a luncheon or meeting when they give the chemo caps to the hospital.

Reflection: Students will present the caps to the hospital and possibly be able to meet some of the children who will receive the caps. Students will then write a written reflection piece about the process.

Celebration: The students will host a luncheon or meeting when they give the chemo caps to the hospital.

Learning Goals: Students will demonstrate skills of basic clothing construction. Students will also recognize how they can make a positive contribution to the community.

Assessments: Students will be assessed on their construction of the chemo cap. Students will also be assessed by their written reflections.

Benchmarks/Standards: Life Skills; H 3.5, H 4.6, H 10.2, H 10.3

Resources: Pattern located at www.hancockfabrics.com.

Contact person: Kristin Chiasson, Wayne Memorial High School

Project Name: Diabetes Education

Service Provided: Elementary students will become more aware of the prevalence of diabetes from the high school students.

Subject Area: Foods and Nutrition or Health

Potential Course Link: Foods and Nutrition

Grade: 9-12

Project Description: In cooperative groups high school students will demonstrate their knowledge of diabetes by preparing and teaching a lesson to a group of elementary students.

Length of Project: 2-3 weeks

Planning: Students will prepare the lesson after having a guest speaker from a local health care facility talk about the impact of diabetes. As well as, symptoms, signs, preventive measures, and coping techniques for those individuals living with diabetes. Students will then research the topic of diabetes, plan a lesson, prepare their presentation, and rehearse their presentation in front of the class.

Action: High school students will present their lessons to the elementary students, supervise their activities, and lead a reflection discussion about the lesson.

Reflection: Students will write a written reflection of their experiences the day after the lessons are presented.

Celebration: The high school students will host a picnic with the elementary students at a local park, with an emphasis on healthy eating.

Learning Goals: Students will master the required concepts in Food and Nutrition courses. Students will gain a better understanding of the concept of diabetes. Students will improve cooperation skills, as well as, communication skills. Students will also improve their time management skills.

Assessments: Students are evaluated by their teacher and other students during the rehearsal presentations. Students are evaluated by the teacher during the presentation to the elementary students. Students will have a written assessment at the end of the unit.

Benchmarks/Standards: Life Skills; H 2.3, H 3.2, H 3.5, H 4.6, H 4.7, H 6.3, H 6.6, H 9.3, H 10.1, H 10.2

Contact person: Kristin Chiasson, Wayne Memorial High School

Project Name: Services for Seniors

Service Provided: Senior citizens will have the opportunity to receive discounted oil changes from the automotive classes.

Subject Area: Industrial Technology/Automotive Classes

Potential Course Link: Automotive Classes

Grade: 9-12

Project Description: Students will organize days throughout the semester in which they will provide oil changes to senior citizens at discounted prices. They will gather the money to pay for the oil changes from the participants of the oil changes and sponsorship from local businesses. The proceeds will then fund future oil changes.

Length of Project: One Semester

Planning: Students will write letters to local business to attract sponsors. Students will also need to learn communication skills to work effectively with the seniors and local businesses. Students will also need to learn the skills needed to properly and efficiently change oil.

Action: Students will provide the oil changes to seniors at discounted prices.

Reflection: Students will write reflection essays about the process.

Celebration: Students will receive certificates at the completion of the course.

Learning Goals: Students will master required concepts of the automotive classes. Students will gain communication skills, as well as, cooperation skills while working with other students. Students will gain a better understanding of the positive contributions they can make in their community.

Assessments: The students will be assessed and evaluated by the instructor during all oil changes. Students will also have written assessments throughout the course.

Contact person: Kristin Chiasson, Wayne Memorial High School

Project Name: Baby blankets

Service Provided: Blankets for a designated child organization

Subject Area: Can be adapted to any

Potential Course Link: Can be adapted to any

Grade: 9-12

Project Description: Students will design and create receiving blankets based on concepts from course content. For example, math students would identify geometric shapes and integrate them into a design on a blanket.

Length of Project: 3 weeks

Planning: Students will identify an organization that could benefit from the blanket donation. Students will study concepts in a given content area and create fabric appliques to sew on receiving blankets.

Action: Students will host a luncheon or meeting when they give the blankets to the donor.

Reflection: Students will present the blankets to the donor and describe the meaning of the design. Students will also write reflection pieces about the process.

Celebration: Students will host the luncheon with the donor.

Learning Goals: In addition to mastery of the concepts in a given content area, students will recognize the value of civic participation for the common good.

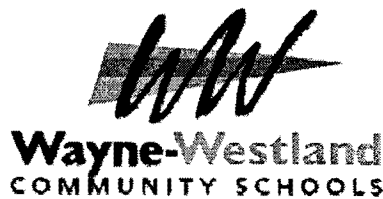
Assessments: Content-specific exams, reflection pieces, public presentations

Benchmarks/Standards: Strand VII Standard 1.2, others that will vary depending on given content area

Contact person: Diane Cook, Tinkham

Mini-Grant Application

Staff Application



Gregory J. Baracy, Ed.D., Superintendent
36745 Marquette
Westland, MI 48185

**Safe and Drug Free Schools/Learn & Serve Michigan
Wayne-Westland Community Schools
36745 Marquette
Westland, MI 48185**

**ACADEMIC SERVICE LEARNING
INDIVIDUAL K-12**

INSTRUCTIONS: This sheet is to be completed and signed by INDIVIDUAL teachers. Teachers may apply for more than one Mini-Grant, but only one grant will be funded. The underline signature of the Building Principal is required on this sheet. Please follow directions.

PLEASE PRINT (or type)

Wayne-Westland Community Schools

Full Name of School District

Full Name of School Building (Indicate Elementary, Middle, or High School)

Principal's Name

<u>Print</u> Teacher(s) <u>FULL</u> Name	Subject Grade Level	# of Students in Project
--	---------------------	--------------------------

Title of Project

AFTER READING THE TEACHER MINI-GRANT GUIDELINES, PRINT OR TYPE
SUCCINCTLY IN THE SPACE AVAILABLE BELOW.

-
- a. A summary of your creative idea or innovative approach for enhancing the learning experiences for your students. (15 points)

- b. **The amount you are requesting. Itemize your estimated costs below. (5 points)**
NOTE: Grant range has a \$250 maximum unless otherwise indicated by your local district coordinator. If other funding will be used to supplement this project, specify the amount and source of funding.

Total Cost \$ _____

-
- c. **List Goal(s), Objectives and Student Outcomes/Benefits. (20 points)**
Specify teaching strategies and curriculum materials you intend to develop.

Goal(s):

Objectives:

Student Outcomes: What measures will you use to determine if your students have been successful in reaching proposed outcome?

- d. **List all State of Michigan Curriculum Standards that will be addressed by your project. (5 points)**

-
- e. **Evaluation: Describe your plan to measure student outcomes and benefits to the school and community. (20 points)**

The mini-grant project has been reviewed by the building principal with the applicant teacher.

Teacher's Signature

Date

Principal's Signature

Date

Please forward the completed sheet to Lynn-Malinoff – Tinkham Alternative High School.

Process/Forms



Gregory J. Baracy, Ed.D., Superintendent
36745 Marquette
Westland, MI 48185

Project Title (Snappy!): _____

Teacher: _____ Building: _____ Subject/Grade: _____

Student Teacher (if appropriate): _____ Date: _____

Number of Student Participants: Male: _____ Female: _____ Adult Staff & Volunteers: _____

Describe Project:	Curriculum Subject(s) Addressed: Learning Goal – Student will:	Standards and Benchmarks Covered:
Service Goal: Receiving organization (partner) and contact person: Number and type of recipient:	How was the need for service identified? Who was involved in the planning process? <input type="checkbox"/> Students <input type="checkbox"/> Teacher <input type="checkbox"/> Receiving organization <input type="checkbox"/> Other (describe):	Class time estimated for this project: Preparation of students: _____No. of hours each student spent in preparation Time student spent working on this project to date: _____No. of hours each student spent actively providing service.

Assessment & Evaluation

Assessment of Student Performance <ul style="list-style-type: none"> <input type="checkbox"/> Pre and post testing <input type="checkbox"/> Class discussion <input type="checkbox"/> Personal teacher/student discussion <input type="checkbox"/> Student self-perceptive instrument <input type="checkbox"/> Journal <input type="checkbox"/> Attendance/promptness <input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Employability skills <input type="checkbox"/> Grades <input type="checkbox"/> Behavior/attitudes <input type="checkbox"/> Career awareness/exploration <input type="checkbox"/> Other (describe): 	Evaluation of Project <ul style="list-style-type: none"> <input type="checkbox"/> Parent survey <input type="checkbox"/> Community (recipient) survey <input type="checkbox"/> Teacher survey <input type="checkbox"/> Pre and post student survey <input type="checkbox"/> Goals attainment <input type="checkbox"/> Meeting content standards <input type="checkbox"/> Completing benchmarks <input type="checkbox"/> Career awareness or exploration <input type="checkbox"/> Character traits <input type="checkbox"/> Improved attendance <input type="checkbox"/> Improved punctuality <input type="checkbox"/> Less discipline referrals <input type="checkbox"/> Less detentions <input type="checkbox"/> Other (describe): 	Reflection Method(s) Used <ul style="list-style-type: none"> <input type="checkbox"/> List things learned, share, and discuss <input type="checkbox"/> Role-play <input type="checkbox"/> Oral presentation <input type="checkbox"/> Journal sound, smells, insights, doubts, etc. <input type="checkbox"/> Chain letter (each student write thought) <input type="checkbox"/> Video tape project, watch and discuss <input type="checkbox"/> Creative writing <input type="checkbox"/> Design a website <input type="checkbox"/> Fish bowl discussion <input type="checkbox"/> Mind map (pictures, symbols) <input type="checkbox"/> Music lyrics that fit experience <input type="checkbox"/> PMI (plus, minus, improvements) <input type="checkbox"/> Other (describe):
Celebration and Recognition <ul style="list-style-type: none"> <input type="checkbox"/> Newspaper <input type="checkbox"/> Building newsletter <input type="checkbox"/> Spotlight <input type="checkbox"/> Z net <input type="checkbox"/> Public address announcement <input type="checkbox"/> Party <input type="checkbox"/> Honors assembly <input type="checkbox"/> Student of the month <input type="checkbox"/> Letter home <input type="checkbox"/> Photographic display <input type="checkbox"/> Video display <input type="checkbox"/> Other (describe): 	Student Quotes (3 minimum) Attach extra paper, if needed) Share a story that illustrates the impact of service learning on a student, classroom and/or community	Resource Plan (people, materials, money, etc.) List any business, agency, or donor who provided resources (services, discounts, supplies, etc.) for your project.

**Please attach any written material including brochures, newspaper articles, etc.
Complete and return to Lynn Malinoff at Tinkham Center**

Wayne-Westland Community Schools
Michigan Sales Tax Exemption Certificate

Michigan Department of Treasury, SUW
3372 (Rev. 11-01)

Michigan Sales and Use Tax Certificate of Exemption

TO BE RETAINED IN THE SELLER'S RECORDS - DO NOT SEND TO TREASURY.

This certificate is invalid unless all four sections are completed by the purchaser.

SECTION 1 - CHECK ONE OF THE FOLLOWING

☐ One time purchase

☒ Blanket certificate (Note: A blanket certificate is valid for four years from the date of signature unless an earlier expiration date is listed below)
Expiration date, if less than four years: _____

The purchaser hereby claims exemption on the purchase of tangible personal property and selected services made under this certificate from _____ and certifies
(Vendor's Name)

that this claim is based upon the purchaser's proposed use of the items or services, or the status of the purchaser.

SECTION 2: ITEMS COVERED BY THIS CERTIFICATE

☒ All items purchased

☐ Limited to the following items: _____

SECTION 3: BASIS FOR EXEMPTION CLAIM

- ☐ For Resale at Retail - Sales Tax Registration Number: _____
☐ For Resale at Wholesale - No Number Required
☐ For Lease - Use Tax Registration Number: _____
☐ Agricultural Production - No Number Required (Describe) _____
☐ Industrial Processing - No Number Required
☒ Government Entity, Nonprofit School, Nonprofit Hospital, and Church (Circle type of organization.)
☐ Nonprofit Internal Revenue Code Section 501(c)(3) and 501(c)(4) Exempt Organizations (Attach copy of IRS letter ruling).
☐ Nonprofit Organizations with an Exempt letter from the State of Michigan (Attach a copy of State's letter)
☐ Other (explain): _____

SECTION 4: CERTIFICATION

I declare, under penalty of perjury, that the information on this certificate is true, that I have consulted the statutes, administrative rules and other sources of law applicable to my exemption, and that I have exercised reasonable care in assuring that my claim of exemption is valid under Michigan law. In the event this claim is disallowed, I accept full responsibility for the payment of tax, penalty and any accrued interest, including, if necessary, reimbursement to the vendor for tax and accrued interest.

Wayne-Westland Comm. Schools 36745 Marquette
Purchaser Street Address
(734) 419-2000 Westland, MI 48185
Area Code / Telephone No. City State Zip Code
Sheila King _____
Signature and Title Date Signed
Sheila King, Supervisor of Business/ 38-6004180
Name (Print or Type) Purchasing Social Security No. or FEIN

Bus Trip Request

WWCS Field Trips

WAYNE-WESTLAND COMMUNITY SCHOOLS **REGULAR FIELD TRIP TRANSPORTATION REQUEST FORM**

School _____ Grade _____ Date of Request _____
School Phone # _____ Cell Phone # _____ E-mail _____
Date Bus Needed _____ Alternative Date _____ Total # to be Transported: _____
Teacher _____ Students _____ Teachers _____
Chaperones _____
Instruments _____
Destination _____ Ortho Bus Needed Yes _____ No _____
Please attach directions, if available. Wheelchairs _____ Car seats _____
Other Special Equipment Needed _____
Destination Address: _____
Time of Departure from School _____ Time of Return to School _____
Pickup/Drop-off Location _____

***Field trips are to be taken between the hours of 9:15 a.m.-1:00 p.m.
Ortho buses 9:30 a.m.-1:00 p.m. There are a limited number of ortho (lift) buses available.
Only Wayne-Westland students and authorized chaperones are permitted to ride the school bus.***

Indicate account number/organization for billing purposes:

Payment will be sent to Business Office from PTA or other outside funding: _____

Charge trip to this district account # _____
(You must provide an account number/billing information or your requisition will be returned.)

Please indicate the educational/instructional value of this field trip. _____

Principal's Signature

FIELD TRIP CONFIRMATION - FOR TRANSPORTATION USE ONLY	
Date Request Received _____	<input type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED
Reason for disapproval _____	
Number of Buses Assigned: _____ Regular _____ Ortho _____	
School Notified (Faxed Confirmation) Date: _____	
Transportation Supervisor's Signature _____	Date _____

Revised 9/06 GJC

Safe and Drug Free Schools
Service Learning Expenditure Approval
(Receipts must be attached to this form)

Name: _____

Employee Number: _____

Amount: _____

Address: _____

Service Learning Project Title: _____

Purpose of Purchase: _____

Required Signatures:

Employee Date

Building Administrator Date

Attach receipts here:

Date Check Issued: _____

Check Number: _____

Sales Tax is NOT Reimbursable

Resources



Gregory J. Baracy, Ed.D., Superintendent
36745 Marquette
Westland, MI 48185

Resources

Learn & Serve America

www.learnandserve.org

Michigan Community Service Commission

www.michigan.gov/mcsc

High Scope

www.highscope.org

National Youth Leadership Council (NYLC)

www.nylc.org

W.K. Kellogg Foundation

www.learningindeed.org

President's Service Award

www.student-service-awards.org

Center for National Service (CNS)

www.cns.gov

Search Institute

www.search-institute.org

National Service Learning Clearinghouse (NSLC)

www.servicelearning.org

Local Resources/Potential Partners

- WWCSD Family Resource Center (734) 419-2709
- WWCSD Health & Welfare Advisory Committee (734) 419-2709
- Wayne Youth Services (734) 721-7004
- Westland Youth Assistance (734) 467-7904
- Dyer Senior Center, Mary Browe (734) 419-2020
- St. Simon & Jude – St. Vincent de Paul (734) 326-7323
- St. Mary's Outreach Center (734) 326-2234
- Salvation Army of Westland (734) 722-3660
- Oakwood Lincoln/Jefferson-Barns Healthcare Center (734) 728-2423
- Westland Parks & Recreation (734) 722-7620
- Wayne Parks & Recreation (734) 721-7400
- Friends of the Rouge
- Hegira Prevention (734) 513-7598